



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME :** PS 273 THE WORTMAN SCHOOL

**DBN :** 19/K/273

**PRINCIPAL:** MELESSA AVERY    **EMAIL:** MAVERY@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** ROSE MARIE MILLS

**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
Melessa Avery	*Principal	
Gordon Prostick	*UFT Chapter Leader	
Renesha Westbrooks	*PTA President	
John Ellis	CBO Representative	
Sylvia Hooper	SLT President	
Joycelyn King	Secretary/UFT	
Abbe Berger	UFT	
Theresa Davis	UFT	
Alisa Glickman	UFT	
Paulene Davis	Parent	
Keasha Johnson	Parent	
Kimberly Arthur	Parent	
Tiffany Thompson	Parent	
Nicole Carter	Parent	
Lynette Vanderhorst	Parent	

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

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

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

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

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

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

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

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

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

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

**By June 2012, students in grades 3-5 will demonstrate progress toward achieving State standards as measured by a 7% increase in student scoring at levels 3 and 4 on the NYS ELA assessment.**

### **Comprehensive needs assessment**

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

o Kindergarten :

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

o First Grade :

65% of all students are at or above level 3, according to ECLAS-2 scores, in reading.

o Second Grade :

63% of all students are at or above standard in reading fluency, achieving or exceeding a level 5 according to ECLAS-2 scores.  
62% of all students are at or above the expected level 5 on ECLAS-2 testing.

According to the Progress Report for SY 2010-2011, 44.3% of the students in grades 3-5 performed at Level 3 and 4 on the NYS ELA Assessment.

The findings noted in the 2010-2011 Quality Review states the school needs to deepen the rigor in differentiating instruction and deepen the use of higher order thinking questions.

As cited in the NYSTART report, school performance on the English Language Arts Test shows the following percentage of students performing at Level 3 and above:

<b>SCHOOL YEAR</b>	<b>GRADE 3</b>	<b>GRADE 4</b>	<b>GRADE 5</b>
<b>2010</b>	38%	59%	36%
<b>2011</b>	37%	49%	48%

### **Instructional strategies/activities**

**For SY 2011-2012, the academic program will focus on the following instructional strategies to increase student performance:**

- A strong phonics program will be implemented from kindergarten through grade 3 to improve reading readiness and fluency for the students.
- There is a focus on improving phonemic awareness in order to increase reading and reading fluency for grades K-2.
- Students that are reading below level were in correlation with students struggling with phonemic awareness and decoding.
- The use of Open Court is a fundamental basis for skills building.
- Design instruction that will engage students and advance student learning using America's Choice protocols.
- Effective use of a Skills Block to include 30 minutes of Test sophistication daily during the school term.
- Pacing Calendars have been created to build a uniform curriculum across every grade.
- Professional development focused on building knowledge of the Common Core Curriculum Standards with a focus on planning and preparation, classroom environment and instruction.
- Continue implementation of differentiated instruction in the classrooms.
- Continued use of the 100 Book Challenge Program to ensure that students are meeting their goals for independent reading standards.
- If budget allows, after school program will provide instruction in reading comprehension for students in small groups for 4-6 hours per week.
- Four Square Writing Organizational methodology will be fully implemented and integrated within the Writer's Workshop to support student growth in writing skills.
- Intensive academic intervention services will be designed to ensure all students receive assistance based on individual needs of all students.
- Teachers in grades 3- 5 will use ACUITY and Predictives to focus on the strengths and weaknesses of their students based on the previous year's exam.

### **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.
- Our school will support parents and families by providing materials and training to help parents work with their children to improve their achievement level in English Language Arts. Assistance will be provided to parents to help understand State mandates and introduce Common Core Curriculum standards. The activities will include but will not be limited to the following. Training for parents and community members will include:
- Support for parents' understanding of and participation in instructional initiatives (Common Core Curriculum Standards)
  - Parent literacy development (How Can I Help My Child Become a Better Reader; Helping Your Child Build Vocabulary)
  - Parenting Skills (Keys to Changing Your Child's Behavior; Helping Your Child Complete Tasks)

**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 becomes highly qualified, in order to achieve this goal.

**To ensure that current staff becomes highly qualified, high quality professional development which will include weekly workshops, monthly literature circles, demonstration lessons, and cohort grouping for grade/skill specific support. Teachers will participate in inquiry teams and develop lesson plans based on the findings.**

**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.

The local library serves as a resource for students to enhance research and support classroom instruction. Programs found at the library will be utilized by all students to support academic success.

**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.

Title I; Fair Student Funding: Programs will include afterschool and during school interventions; research based reading program

**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, students in grades 3-5 will demonstrate progress toward achieving State standards as measured by a 5% increase in student scoring at levels 3 and 4 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.

As stated in the Quality Review, differentiated instruction helps to deepen the rigor of instruction. A glean of differentiated instruction is apparent in Math, but did not seem to take place in science. Science allows the students to use mathematical analysis and applies operations to everyday use. There is a need for higher order thinking skills. The data from the Progress Report shows that 47.4% of the students tested performed at level 3 and 4 on the NYS Mathematics Assessment.

As cited in the NYSTART report, school performance on the Mathematics Test shows the following percentage of students performing at Level 3 and above:

<b>SCHOOL YEAR</b>	<b>GRADE 3</b>	<b>GRADE 4</b>	<b>GRADE 5</b>
<b>2010</b>	43%	67%	44%
<b>2011</b>	37%	57%	51%

There is a greater need for teachers to improve their use of data that is provided from all summative and ongoing formative assessments. Teachers will have access to and use performance data from benchmarks and state exams to identify and group students for math instruction. The data from Predictive and ACUITY assessments allow the teachers to focus on specific skills through item analysis. According to data from these sources, there is a need for improvement in implementing instruction of all New York State Standards for Mathematics.

**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.

Based on our analysis of the data and all relevant findings, the following are implications for our Math instructional program for students in grades K-5:

- Continuation of instructional strategies that have contributed to overall improved student achievement, including the continuation of a 75- minute math block.
- Continuation of a school-wide math program Math Connects with parallel instruction in all classes, including self-contained and inclusion with Math Connects as support for skills practice.
- All teachers are becoming familiar with the new state model of five content strands; number sense and operations, algebra, geometry, measurement, statistics and probability, and the five process strands; reasoning and proof, communication, connections and representations, which replaces the current model of seven key ideas.
- Pacing calendars, based on the New York City's Comprehensive Approach to Balanced Mathematics, will continue to be developed and distributed to all grade levels; opportunities will be provided for the teachers to plan collaboratively, align instructional assessments and examine and assess student work to focus instruction directly on student needs to meet the standards.
- The use of Exemplars across the grade will help to promote independent thought and develop the process of math inquiry for students.
- Teachers will use Math Connects unit completion and other assessments to provide instructional emphasis on students' strengths and weaknesses to assist in the grouping of students.
- Teachers in grades 3- 5 will use ACUITY and SCANTRON to focus on the strengths and weaknesses of their students based on the previous year's exam.

#### **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.

Our school will support parents and families by providing materials and training to help parents work with their children to improve their achievement level in Mathematics. Assistance will be provided to parents to help understand State mandates and introduce Common Core Curriculum standards. The activities will include but will not be limited to the following. Training for parents and community members will include:

- Support for parents' understanding of and participation in instructional initiatives (Common Core Curriculum Standards)
- Parent mathematical development (How Can I Help My Child Overcome the Fear of Math, How to Create Games to Increase

Academic Performance)

- Parenting Skills (Keys to Changing Your Child’s Behavior; Helping Your Child Complete Tasks)

**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.

**High quality professional development which will include weekly workshops, demonstration lessons, and cohort grouping for grade/skill specific support.**

- Increase use of technology for students and staff to prepare students with skills necessary to successfully meet the standards.
- Create more opportunities for interclass visitations and sharing of ideas on all grade levels
- Use literacy and math coaches to support classroom teachers who are new or struggling

**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.

The local library serves as a resource for students to enhance research and support classroom instruction. Programs found at the library will be utilized by all students to support academic success.

**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.  
Title I; Fair Student Funding ; Contract for Excellence

### ANNUAL GOAL #3 AND ACTION PLAN

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

#### **Annual Goal #3**

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

**By June 2012, parental involvement will improve as measured by a 5% increase in attendance at workshops and decision making committees.**

#### **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.

According to the Learning Environment Survey, 44% of the parents participated in the fact finding survey. The lack of parental involvement has caused a hardship for the school and the school's performance. Parents play an integral role in the success of a school and the academic balance for their children's success as students. According to the Quality Review, PS 273 consistently communicates high expectations to students and families in ways that explain how students and families can meet these expectations. There is a great need for follow through and parental commitment to the mission and vision of the school.

#### **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.

The school consistently communicates high expectations to students and families in ways that explain how students and families can meet these expectations.

Many workshops focused on academic issues and parenting and the ARIS Parent Link allows parents to receive information on the progress of their child's formative and summative assessments. Each grade level publishes a monthly newsletter informing parents of academic expectations for the month as well as school events and news. The grade level newsletter is worked on collaboratively by grade level teams and communicates the consistency of the instructional practices across all classrooms.

**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.

Workshops will be developed to inform parents about school activities, state standards and the curriculum. PTA interactions and relationships with community will be enhanced and strengthened through various forms of outreach.

Training for parents and community members will include:

- Support for parents' understanding of and participation in instructional initiatives.
- Parent literacy development
- Learning Leaders Parent Volunteer Program
- Support for increased parent participation on the School Leadership Team and subcommittees
- Family support resources in the community in the areas of career development, health, social services, etc.

The school will continue to implement the position of a full-time Parent Coordinator whose sole responsibility will be to promote parent engagement and address parents' questions and concerns.

**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.

**Teachers will have professional development opportunities to strengthen their use of positive outreach and incorporating parental involvement in their activities. Teachers will have celebrations as culminating activities to the end of units to promote more parental involvement in academic achievements,**

**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.

The local library serves as a resource for students to enhance research and support classroom instruction. Programs found at the library will be utilized by all students to support academic success.

**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.

Title I

**ANNUAL GOAL #4 AND ACTION PLAN**

**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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	25	0	N/A	N/A	4	2	2	1
<b>1</b>	33	33	N/A	N/A	3	3	3	4
<b>2</b>	34	34	N/A	N/A	5	2	3	2
<b>3</b>	33	33	N/A	N/A	2		2	3
<b>4</b>	27	27	76	0	2	0	2	1
<b>5</b>	28	28	0	0	3	1	4	2
<b>6</b>	0	0	0	0	0	0	0	0
<b>7</b>	0	0	0	0	0	0	0	0
<b>8</b>	0	0	0	0	0	0	0	0
<b>9</b>	0	0	0	0	0	0	0	0
<b>10</b>	0	0	0	0	0	0	0	0
<b>11</b>	0	0	0	0	0	0	0	0
<b>12</b>	0	0	0	0	0	0	0	0

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
<b>ELA</b>	37 ½ Minutes Program is implemented using <i>Best Practices in Reading</i> Grades 1-2: Levels A and B Grades 3-5: Levels C,D, AND E
<b>Mathematics</b>	Math Connects : Small group 2 days per week for 30-45 minutes per day.
<b>Science</b>	<b>NYS Standards:</b> Students in grade 4 receive additional instruction from science cluster to prepare for New York State Science exam. Small group 1 day per week for 90 minutes.
<b>At-risk Services provided by the Guidance Counselor</b>	<b>Talk Therapy:</b> Small group and individual counseling interventions to support academic and social issues for at-risk students during the school day.
<b>At-risk Services provided by the School Psychologist</b>	<b>Crisis Intervention:</b> Individual counseling to students who are academically and/or socially challenged. Duration of the services varies based on the needs of the students.
<b>At-risk Services provided by the Social Worker</b>	<b>Play Therapy:</b> Counseling and crisis intervention with a small group or individual. Duration of the services varies based on the needs of the students.
<b>At-risk Health-related Services</b>	<b>Asthma Classes:</b> 6-8 week program to inform students about the strategies related to dealing with asthma. Students meet in small groups to discuss and receive information for 3-4 days per week for 30 minutes per day.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP)**

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

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

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> 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 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

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

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

### **III. Student Responsibilities:**

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

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

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

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>C. Groll/408</b>	District <b>19</b>	Borough <b>Brooklyn</b>	School Number <b>273</b>
School Name <b>Wortman School</b>			

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

Principal <b>Melessa Avery</b>	Assistant Principal <b>Sylvia Egal</b>
Coach <b>Kevin Ray</b>	Coach <b>M. Speranza Test Coordinator</b>
ESL Teacher <b>Coordinator Audrey Davis</b>	Guidance Counselor <b>General/Special Ed Abbe Berger</b>
Teacher/Subject Area <b>M. Moore/Computer</b>	Parent <b>Pauline Davis</b>
Teacher/Subject Area <b>Josephine Arroyo/Translator</b>	Parent Coordinator <b>type here</b>
Related Service Provider <b>L. CobbsLucas,D. CooperH.Ahmed</b>	Other <b>Sylvia Hooper Office Manager</b>
Network Leader <b>Lucius Young</b>	Other <b>Janet Huger SAM</b>

### 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	<b>1</b>	Number of certified bilingual teachers	<b>2</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>402</b>	Total Number of ELLs	<b>10</b>	ELLs as share of total student population (%)	<b>2.49%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

The Language Allocation Policy (LAP) Team members consists of Melessa Avery (Principal), Sylvia Egal (Assistant Principal), Janet Huger (SAM), Kevin Ray (Coach), Maria Speranza (Test Coordinator), Audrey Davis (Teacher of ESL/ESL Coordinator/Teacher of SETSS), Abbe Berger (General Education/Special Education Guidance Counselor), Michael Moore (Computer Teacher), Josephine Arroyo (Translator/Dual Language Teacher), Linda Cobbs-Lucas (Speech Therapist), Sylvia Hooper (Office Manager/Dual Language Program Coordinator, Pauline Davis (Parent), Aura Neysmith (IEP Coordinator), Bruno Harry (Ed. Assistant/Bilingual), Danielle Cooper (Occupational Therapist), Hussien Ahmed (Physical Therapist) and Lucius Young (Network Leader). pedagogues not officially serving on the team but are available for translation includes Yannick Benjamin (School Nurse) for French-Creole families.

Structures are in place to ensure informed parent choices, including the process, outreach plan and timelines. When parents first enroll their children to the school, the School Secretary Mrs. Dunn and the School Office Administrator Mrs. S. Hooper; are trained and responsible for meeting with the parents to determine the child's home language. The initial identification of possible ELL students begins at registration. Each family completes a Home Language Identification Survey distributed by the school secretary and is administered to the parent in the language the parent can read. A translator is supplied, upon request, by the school. If parents do not choose an ELL program, the default is bilingual education. The informal oral interview is conducted and an assessment is made. The LAB-R is administered by Audrey Davis (ESL Teacher). Josephine Arroyo serves as translator for Spanish speaking families.

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

Once students are administered the LAB-R test, the ESL teacher scores it and tabulates the results. Once students are identified as ELLs, via the LAB-R, the ESL teacher shares this information with involved parties who in turn help to coordinate the ELL Parent Orientation. The Parent Orientation occurs within 10 days of student enrollment and determination of eligibility for state-mandated ELL programs. Using the resources provided by the OELLs in the EPIC, the parents go through an orientation. Parents receive information on the various programs available for the ELLs in NYC via DVD, DOE.NYC website and brochures in home languages. Translators are also provided, as requested, for question/answer sessions held before and after the DVD. Parents are given the Program Selection Form and other documents to select the program of their choice. If a selected program is not available at our school, administrators and other team members make necessary referrals and further direct the parents. Program choices along with necessary information is made available. For parents that are unable to make the ELL Parent Orientation in person, a teleconference Orientation is planned and

delivered also if feasible the parent is directed how to view the Orientation Video on-line. The information is provided in the parent's preferred language choice as per the Home Language Identification Survey. Students are placed in preferred programs within 10 days of eligibility for state-mandated ELL programs.

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

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

It is made aware of the importance of documents which are placed in the Cumulative Record Folder. Documents are not to be removed.

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

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

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

The DOE's Translation and Interpretation Unit assists parents and personnel who need translations of parent notifications. Free over the phone interpretation services are provided to parents through this resource. Also provided is assistance with translations of other relevant information. Over the phone translations have also been provided for our ELL parents with the help of our School Translator, Mrs. Arroyo.

At the initiation stage of our Dual Language Program parents and others in the community, were invited to an open meeting which was held at PS273 on Saturday morning May 21, 2011. Flyers and announcements were posted, notices were distributed and taken home by the students. During registration parents of ELLs (English Language Learners) and EPs (English Proficient Students) are asked if they would like information on the school's Dual Language Program. Attendees were informed that The Wortman School would be starting a DLP (Spanish/English) in Kindergarten for the 2011-2012 school year. The application process was described along with program description, the benefits of the program were described and acknowledged. Time was allotted for those who needed further information, questions and answers, referrals, and literature was given out about the program. PS273s Dual Language Program is a self-contained 60 (English)/ 40 (Spanish) program. Parents are informed that once enrolled there would be a five-year commitment to the program as a condition for enrollment. Translators were on hand, referrals and contacts were made as needed. During registration Mrs. Hooper, Office Manager and Dual Language Program Coordinator, interviews incoming parents of kindergarten students, inquires about interest in the Dual Language Program. If interested the student is automatically enrolled in the program. Certified Teachers, Maribel Torres and Josephine Arroyo have attended workshops and training as instructors for the program. Mrs Arroyo is currently Teacher of the PS 273 Dual Language Kindergarten Program. Student assessments are built into the program. The Spanish language assessment,

'Estrellita' will be utilized during the school year. Professional Development is planned for November 2011 for which the program coordinator and certified teacher are planned to attend. Throughout the school year parents receive school and class notices, as well as, monthly grade newsletters.

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

## Part III: ELL Demographics

### A. ELL Programs

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

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

#### This school offers (check all that apply):

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	10	Newcomers (ELLs receiving service 0-3 years)	6	Special Education	7
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total

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

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

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
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
<b>TOTAL</b>	<b>0</b>													

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP
Spanish		7																	0	7
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other		12																	0	12
<b>TOTAL</b>	<b>0</b>	<b>19</b>	<b>0</b>	<b>19</b>																

**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
<b>TOTAL</b>	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): 19      Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 11      Asian: 0      Hispanic/Latino: 6

Native American: 1      White (Non-Hispanic/Latino): 1      Other: 0

**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	3	1	1	2								8
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian					1									1
French		1												1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	2	3	1	2	2	0	0	0	0	0	0	0	10

## 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?

PS273 has an ESL pull-out program that currently services students in grades 1-5. Students in pull-out receive instruction by certified ESL teacher. ESL instruction is provided according to mandates. Grade 1-3 ELLs are heterogeneously grouped according to LAB-R/NYSESLAT proficiency levels Beginner through Intermediate. A second heterogeneous group fourth through fifth grade ELLs are grouped on Beginner-Intermediate LAB-R/NYSESLAT proficiency levels. Ability levels and individual needs are also taken into account. There are no bi-lingual classes at this time. The home languages represented are Spanish and Haitian Creole. The ESL program is conducted in English. There is currently on staff a spanish speaking Bi-lingual Special Education Paraprofessional who is assigned and works one-to-one with a first grade/special education ELL student. He is readily available to step-in and assist with translations, when requested. Along with our school translator, Mrs. Arroyo, translators representing other languages are available and are utilized, as needed. Our school has an ESL pull-out program but plans to research push-in programs with collaborative team teaching as this will afford a more hands on approach to reaching ELLs in the classroom setting more frequently during the course of the school day. This instructional strategy will enable our students to listen, speak read and write with more facility in English so they become life-long learners. There are three Special Education students receiving ELL services whose home language is Spanish.

PS 273 utilizes a balanced literacy approach. The America's Choice Literacy program (K-5) is a researched based program on reading, writing and skills development. It provides the necessary balance in the development of skills in reading, writing, listening and speaking and provides the necessary scaffolding critical to the instruction of ELLs. Our literacy program is presented in a workshop format both in the classroom, as well as, in the ESL pull-out program. The literacy program is divided into three parts. There is a 30 minute Skill Development Block which includes phonemic awareness, phonics, and work study, a one-hour Reading Block and a one-hour Writing Block. Students in grades K-2 receive a two and a half hour literacy block each day. The workshops in Reading and Writing include 5-10 minute mini-lessons, 40 minutes of work time and 10 minutes for share-out. ELL students on the beginner through intermediate levels of English proficiency will receive 360 minutes of instruction per week in the ESL pull out program. ELLs receive instruction in content areas through thematic units of study along with ESL lessons. Advanced students will receive 180 minutes of ESL/ELA instruction in the ESL pull out program and 180 minutes of ELA instruction in the classroom setting where the teacher incorporates ESL strategies for teaching. The ESL teacher, classroom teachers and supporting staff will meet and confer monthly to offer best possible practices on behalf of the ELL students.

Newcomers (ELLs in US schools for less than three years) are welcomed as teachers, specialists, and others become familiar with their linguistic and cultural backgrounds. Basic facts are learned about the students and their families. Information is gathered by assigned staff concerning the students prior experiences student's home/native language is accessed. It has been proven feasible to start with ESL

## A. Programming and Scheduling Information

and classroom thematic units on themes such as: All About Me, Where We Were Born, Family Origins" and other units of this type. Our Administration is very involved in all aspects of the newcomers successful adjustment and welcome to our school as they reach out to the families and students. Tours are given, key personnel are pointed out. Our Parent Coordinator, Mrs. Graham ensures that notices, letters, etc are offered in preferred languages. Newcomers are paired with a friend or buddy to help them learn and feel comfortable in their new environment. A variety of formats are put in place to meet the multiple of needs the newcomers and their families. As we begin to know more about the students teachers and staff are better able to offer social and academic support as programs are differentiated to meet their individual needs.

Students who arrive with home language literacy skills receive academic support as they transfer knowledge directly as they are learning to read and write in English. Content area instruction is carefully planned and scaffolded, vocabulary is emphasized, language objectives are identified, materials used are well thought out, lessons should be adapted to reach different learning styles, proficiency levels and abilities for newcomers. The newcomers backgrounds must also be considered. The teachers in collaboration with administration, coaches and other staff work to design the best educational experiences possible for these students. The instructional practices for ELLs in the early stages include language modeling, visual aides and context clues to obtain and convey meaning with the focus on comprehension. As development continues, the uses of video tapes, cassettes, and earphones are concrete, helpful tools for learning English. Hands-on activities, computers, dialogues, motivational conversations, chants, arts, literature and multicultural activities are all necessary and useful practices that enable ELL students to acquire and develop English language skills. All students are involved in supplemental programs and extracurricular activities offered by the school.

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

The ELL instructional practices in the early stages of English language acquisition include language modeling, visual aides and context clues to obtain and convey meaning. At this point, the focus is on comprehension. As development continues, the use of videotapes, cassettes and earphones are concrete, helpful tools for learning English. Hands-on activities, computers, dialogues, motivational conversations, chants, arts, literature and multicultural activities are all necessary and useful practices that enable ELL students to acquire and develop English language skills. All students are involved in supplemental programs and extracurricular activities offered by the school. The instructional and intervention programs in PS 273 that support our Special Needs ELL students are:

- A Comprehensive Approach to Balanced Literacy
- Differentiated Instructional Strategies for all curriculum
- Research-based Mathematics program
- Academic Intervention Services
- School Assessment Team (SAT)
- Guidance Counselor
- Mandated Guidance Counselor
- Special Needs Speech Services
- Paraprofessionals in the 12:1:1 classes
- Integrated Co-Teaching Class (ICT)for grades K-4
- Open Court Phonics Program Grades K-3
- Wilson Reading Program

The Special Education Teacher works closely and networks regularly with the Teacher of ESL when addressing the needs of students

## A. Programming and Scheduling Information

being serviced per IEP mandates including those who are X-coded. ESL strategies and lessons are tailored for the classroom teacher using ESL support materials.

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

All strategies and models listed are implemented in all the content areas.

### 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%	vocabulary. Learning will be differentiated through sheltered instruction that includes visuals, collaborative learning activities, audio aides, and demonstrations. Standards can be adapted so that explicit teaching of the most critical content area vocabulary and information is presented in a way that can be most effective and age-appropriate.		
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>

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

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17. What language electives are offered to ELLs?

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Content Area Academic language developmental strategies will be introduced and reviewed as appropriated. ' "

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Ideas for 'Response to Literature' for ELLs

Genre-Non-fiction Scaffolding lessons and activities for ELLs

Poets and Poetry Around the World

Giving ELLs extra support for completing class projects.

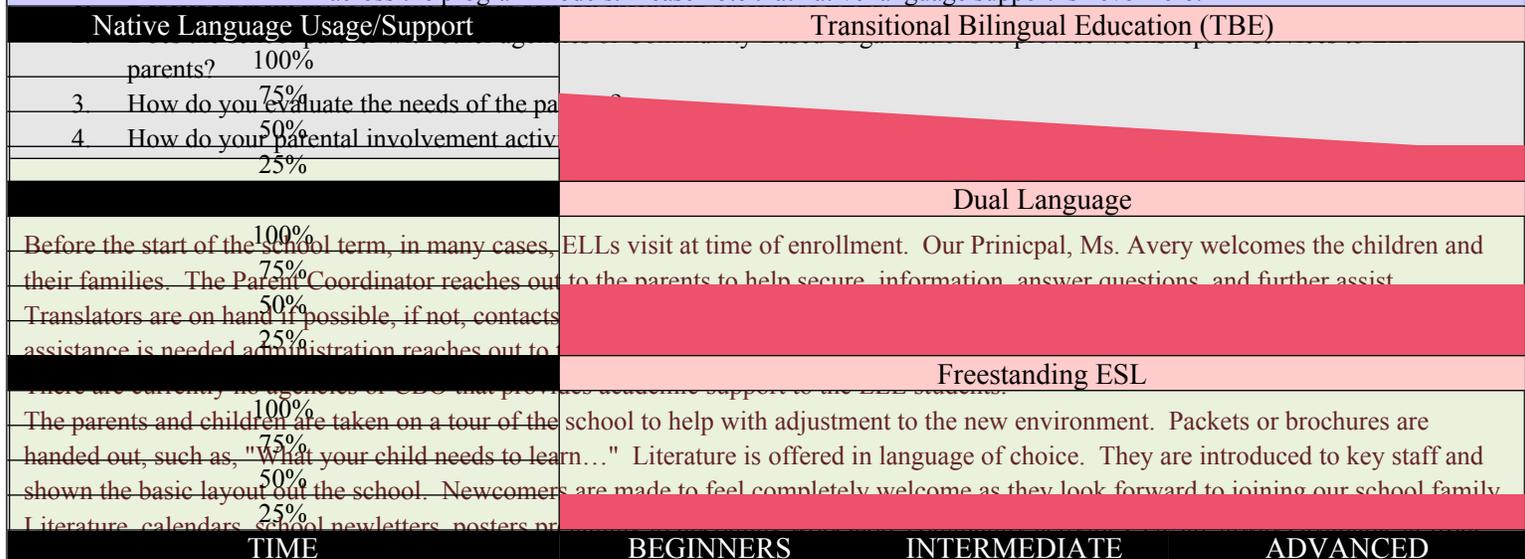
Improving Writing Skills (content and mechanics)

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

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

## Native Language Usage and Supports

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## 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?

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There are currently no agencies or CBO that provides academic support to the ELL students.

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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)?

The Dual Language Program only operates in one self-contained classroom on Kindergarten level. There is one Teacher assigned, Mrs. Josephine Arroyo, who provides instruction in both languages. Languages: English/Spanish. ELLs and EP students receive instruction for 60% of the academic day in English and 40% of the academic day in Spanish. The ELLs and EP students are integrated the entire school day. Subject areas taught in Spanish are Phonics using *Estre Aita* also, Social Studies and Science using *Una Vista Mas A Fondo*. Emergent literacy is taught using both languages at the same time (simultaneously).

Period	Days 1-6
8:00-8:45am	Day 1 Skills Dual-Spanish Days 2-5 Morning Routines Skills Block Day 6 Gym
8:45-9:30am	Day 1 Gym Day 2 Computer Day 3-5 Reader's Workshop Day 6 Skills Block-English/Dual-Spanish
9:30-10:15am	Literacy Day 2 Reader's Workshop Day 3-4 Writer's Workshop Day 5 Science Day 6 Reader's Workshop
10:15-11:05am	Days 1-6 LUNCH
11:05-11:55am	Day 1 Reader's Workshop Day 2 Writer's Workshop Days 3-4 Skills Dual-Spanish Days 5-6 Writer's Workshop
11:55-12:40pm	Day 1 Writer's Workshop Day 2 Skills Dual-Spanish Days 3-4 Social Studies Dual-Spanish Day 5 Skills Dual Spanish Day 6 Math
12:40-1:25pm	Day 1 Social Studies Dual-Spanish Day 2 Science Dual-Spanish Day 3 Math Day 4 Gym Day 5 Social Studies Dual-Spanish Day 6 Clubs
1:25-2:12pm	Days 1-2 Math Day 3 Computer Days 4-5 Math Day 6 Clubs

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All LAP Personnel including teachers of ELLs and administrators in Special and General Education will participate in ongoing, monthly staff development that will aid in implementing and meeting mandated state standards for ELL students. Topics may include:

Directives on how to incorporate Common Core and NYS ESL standards when modifying, scaffolding and/or otherwise individualizing instruction that meet grade and ability level expectations.

Instructional and developmental criteria for implementations of differentiated instruction.

Content Area Academic language developmental strategies will be introduced and reviewed as appropriated. '

Emphasizing Key Vocabulary

Promotional Policies for ELLs

How can we scaffold and modify individualized homework assignments?

Ideas for 'Response to Literature' for ELLs

Genre-Non-fiction Scaffolding lessons and activities for ELLs

Poets and Poetry Around the World

Giving ELLs extra support for completing class projects.

Improving Writing Skills (content and mechanics)

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

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

## E. Parental Involvement

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

Before the start of the school term, in many cases, ELLs visit at time of enrollment. Our Prinicipal, Ms. Avery welcomes the children and their families. The Parent Coordinator reaches out to the parents to help secure information, answer questions, and further assist.

Translators are on hand if possible, if not, contacts are made. There are onsite translators for the languages in the school. If further assistance is needed administration reaches out to the network.

There are currently no agencies or CBO that provides academic support to the ELL students.

The parents and children are taken on a tour of the school to help with adjustment to the new environment. Packets or brochures are handed out, such as, "What your child needs to learn..." Literature is offered in language of choice. They are introduced to key staff and shown the basic layout out the school. Newcomers are made to feel completely welcome as they look forward to joining our school family.

Literature, calendars, school newsletters, posters pretaining to upcoming workshop, community activities, etc are always available at front entrance of school building. Bulletin boards are always kept up to date. Translators and interpretators are on hand throughout the day. If not available, all avenues are explored to secure help with home languages not readily available for translation. Support is offered from selected School Support Organizations (SSOs), localized Integrated Service Centers (ISC) and the Translation and Interpretation Unit. When necessary follow ups are made in person or by phone until parents have the information required or requested.

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## Part V: Assessment Analysis

### A. Assessment Breakdown

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

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

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

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	<b>I</b>			2		1	1							
	<b>A</b>			1			2							
	<b>P</b>													

**NYS ELA**

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

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	1		1						2
5			2						2
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			2						2
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				

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

Paste response to questions 1-6 here

The assessment tools that are utilized to assess early literacy skills for the ELL students are ECLAS-2 (for grades K-3) and DRA (for grades 4-5). The insights provided by the data allow the ESL teacher to design the curriculum and to choose the tools that would be appropriate for the current academic level that the student attains on the assessment. The students in grades 1 and 2 are scoring below standards on the ECLAS-2 but, the Upper Grade students in grades 3, 4, and 5 are approaching standards based on the DRA scores. The struggles of the

## 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

<b>School Name:</b> _____		<b>School DBN:</b> _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 19K273      **School Name:** Wortman School

**Cluster:** ESO      **Network:** 408

**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**

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

The data and methodologies used to assess the school's parents who are non-English speaking were done through a survey developed by the School Leadership Team and the PTA. Information from Learning Environment Survey also serves as data to implement change. Meetings are held with the ESL teacher to address direct concerns of parents.

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

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

## Part B: Strategies and Activities

---

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

PS 273 communicates with non-English speaking parents via translated materials provided by the DOE and through translation done within the school. Report cards, school notices and other information are disseminated to parents in their desired language. A team of translators are always on hand within the school. The team of translators consists of teachers, parents and other staff members. The school uses the Home Language Identification Survey, (HLIS) to identify the primary language of parents. In addition to completing the HLIS with the help of trained staff member, an oral interview is conducted. The school has Spanish speaking personnel who provide translations as needed. When a parent speaks languages other than Spanish English, the resources of the DOE Translation Unit are utilized both for interpretation and translation of documents as needed. The information is recorded, maintained and reviewed by both the Pupil Accounting Secretary and the ESL teacher. In addition to the HLIS, the Emergency cards contain this information and it is shared with all teachers during administrative PD offered to faculty monthly to ensure communication with all parents, but especially parents of ELLs.

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

A team of translators are always on hand within the school. The team of translators consists of teachers, parents and other staff members. Translators will be used at the request of the parent. Translators are on hand for Spanish and French Creole. Services will be conducted by staff that are in-house based on language of staff. Any language that is outside the scope of the in-house staff will be referred to the network for further assistance.

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

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

## 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 Wortman School	DBN: 19K273
Cluster Leader: Lucius Young	Network Leader: Lucius Young
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> 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): <input checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 10 Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 2

### 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: Addressing the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population that is included in the ELL Program. Ther students that will benefit form the program are in grade 1-5 and are on the beginner to intermediate level. The program will take afterschool for three hours per week for six (6) weeks. The language of instruction will be English with two certified teachers. Instruction will include academic intervention in English Language Arts and Mathematics. Materials used will be skills based for ELA and hands on manipulatives for math 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 opportunities are provided based on the needs of the ELL instructor and the introduction of any additional mandates for the ELL provider. The ELL provider seeks professional development outside of the school as well attend the professional development opportunities in the school.

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

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

### Part D: Parental Engagement Activities

**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: Parental engagement activities targeted towards parents of ELLs that will impact higher achievement for ELLs will include mandated activities as well as activities to develop and strengthen academic achievement. The parent will be notified of the activities via grade newsletters, monthly calendars and flyers. The following topics will be addressed:

- Workshops to increase parental knowledge of ELL Program policies and curriculum.
- Activities to incorporate ELL strategies into everyday academic activities such as Homework Helpers.

Workshops will continue to be developed as the need arises based on student data and assessment results for ELL students.

**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"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly</li> </ul>		

**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.
listed.		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		