



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : P.S. 273

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 27Q273

PRINCIPAL: BRENDA WARD EMAIL: BWARD2@SCHOOLS.NYC.GOV

SUPERINTENDENT: MICHELE LLOYD-BEY

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
Brenda Ward	*Principal or Designee	
Joycelyn Sampson	*UFT Chapter Leader or Designee	
Karina Gallo	*PA/PTA President or Designated Co-President	
Naveeda Arshad	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Stephen Calvano	Member/Staff	
Patti Egensteiner	Member/Staff	
Orlenni Jimenez	Member/Parent	
Taina Mileo	Member/Parent	
Virginia Urena	Member/Parent	
Diana Arguello	Member/Parent	
	Member/	

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

- 90% of our teachers will meet the expectations around engaging all students in a literacy task embedded in a rigorous curriculum unit aligned to the Common Core by June 2012.

Comprehensive needs assessment

- Students in grades Pre-K through 1 are now required to meet the high expectations of the Common Core Learning Standards. Based on our 2010-2011 New School Quality Review, an area for improvement included putting in place the ongoing practice of developing coherent, aligned curriculum maps that incorporate the Common Core Learning Standards to ensure a rigorous curriculum that challenges all students. Although we had begun the process of developing school-wide curriculum maps that are aligned with NYS and Common Core Standards, and had focused on key literacy standards to create a shared vision, it was noted that our instructional program did not consistently align with the Common Core Learning Standards. As a result, all students were not effectively challenged. Therefore, it was necessary for us to create a school wide literacy curriculum that was aligned both vertically and horizontally to foster a deeper understanding of concepts as students move up the grades. Students are now being asked to do significantly more writing and to read increasingly complex text, with an emphasis on non-fiction. Consequently, teachers will require extensive professional development to align the CCLS to curriculum maps and embed rigorous performance tasks that will assess our students' ability in literacy to meet and/or exceed grade level standards and prepare them to be career and college ready.

Instructional strategies/activities

- Teachers will develop a curriculum map, and a unit of study aligned to the Common Core that incorporates written and research skills needed to draw, dictate and write informative/explanatory texts
- Teachers will participate in one on one data conversations with Principal to discuss and analyze student data and develop an action plan for improved student work and teacher work
- Teachers will meet weekly during common planning meetings and bi-weekly in inquiry teams after school to assess and make recommendations for teacher work and student development and growth in analyzing informational texts and writing opinions and arguments in response to literature
- Teachers will meet to develop and modify assessments and rubrics that measure student progress in response to literature
- Copy of teacher-developed tasks and rubric aligned to the Common Core (used for pre-assessment and post-assessments), along with samples of student work
- 80% of our students will move up at least one level on the writing continuum rubric used to assess the composition of informative/explanatory texts (pre-assessment to post assessment)
- Teachers will develop collaborative lessons that incorporate drawing, dictating and writing to compose informative/explanatory texts

Strategies to increase parental involvement

- Provide literacy workshops based on the assessed needs of the parents. These workshops will serve to build parents' capacity to help their children at home.
- Host Curriculum Nights, Parent Teacher Conferences and Open Houses where all parents are invited to attend formal presentations and workshops that address meeting the Literacy Common Core Learning Standards.

- Provide assistance to parents in understanding the CCLS and the embedded performance tasks.
- Each grade will provide weekly and/or monthly newsletters and communication to parents that include literacy tips and online resources.
- Provide written and verbal translations where necessary.

Strategies for attracting Highly Qualified Teachers (HQT)

- We have 100% highly qualified teachers.
- P.S. 273 has established a Hiring Committee (consisting of teachers and parents) who oversees and assists in the hiring of HQT. Teachers are identified and selected through the Open Market Transfer System and by recommendations from other HQT.
- We maintain a safe, nurturing professional environment where teachers are appreciated and celebrated. Word of mouth and our reputation in the community has allowed us to have highly qualified staff members.

Service and program coordination

- Literacy and math development starts early in life and is highly correlated with school achievement. The fundamentals for a successful early reader, both cognitive and language skills are learned before children reach school age. Our Pre-K instructional program is aligned to the upper grade curriculum. Our program nurtures each child’s learning experiences to provide the foundational literacy, math and social skills that prepare them to enter kindergarten and subsequently enhances school readiness. It allows our teachers to teach and assess early reading and math skills to identify and meet student needs at an early age.
- The Learning Leaders Program will conduct workshops to provide parents with strategies and resources to support their children’s learning. This program also provides parents with the necessary skills to become classroom volunteers and tutors.

Budget and resources alignment

- Title I
- Title I 10% Professional Development
- Tax Levy

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

- 90% of our teachers will meet the expectations around engaging all students in a math task embedded in a rigorous curriculum unit aligned to the Common Core by June 2012.

Comprehensive needs assessment

- In order to prepare students to meet the rigorous Common Core Learning Standards to be college and career ready, teachers need to be engaged with creating and implementing at least one task to be administered in the Spring. Students in grades Pre-K through 1 will need to receive the foundational prerequisite skills necessary to meet the challenging demands to succeed in future grades. Based on our 2010-2011 New School Quality Review, an area for improvement included putting in place the ongoing practice of developing coherent, aligned curriculum maps that incorporate the Common Core Learning Standards to ensure a rigorous curriculum that challenges all students. Although we had

begun the process of developing school-wide curriculum maps that are aligned with NYS and Common Core Standards, it was noted that our instructional program did not consistently align with the Common Core Learning Standards in math. As a result, all students were not effectively challenged. Students are now being asked to solve more challenging problems based on real-world situations and explore the reasoning behind arguments to arrive at a solution. Therefore, it was necessary for us to take a deeper look at the math curriculum we were using (*Everyday Math*) and its ability to help us meet the challenge. After our review of several programs, we decided to go with *Envision Math* – a program that helps our students become effective problem solvers, understand math concepts on a deeper level and meets the needs of all of our learners. Consequently, teachers will require extensive professional development to align the CCLS to curriculum maps and embed rigorous performance tasks that will assess our students’ ability to think deeply about math content to meet and/or exceed grade level standards and prepare them to be career and college ready.

Instructional strategies/activities

- Teachers will develop a Common Core aligned curriculum map that incorporates operations and algebraic thinking (Kindergarten) and number and operations in based ten (first grade)
- Teachers will participate in one on one data conversations with Principal to discuss and analyze student data and develop an action plan for improved student work and teacher work
- Teachers will develop collaborative lessons that incorporate operations and algebraic thinking (Kindergarten) and number and operations in base ten (Grade 1)
- Teachers will meet weekly during common planning meetings and bi-weekly in inquiry teams to assess and make recommendations for teacher work and student development and growth in operations and algebraic thinking (Kindergarten) and number and operations in base ten (Grade 1)
- Teachers will meet to develop and modify assessments that measure student progress in operations and algebraic thinking (Kindergarten) and number and operations in base ten (Grade 1)

Strategies to increase parental involvement

- Provide math workshops based on the assessed needs of the parents. These workshops will serve to build parents’ capacity to help their children at home.
- Host Curriculum Nights, Parent Teacher Conferences and Open Houses where all parents are invited to attend formal presentations and workshops that address meeting the Math Common Core Learning Standards.
- Provide assistance to parents in understanding the CCLS and the embedded performance tasks
- Each grade will provide weekly and/or monthly newsletters and communication to parents that include math tips and online resource
- Provide written and verbal translations where necessary.

Strategies for attracting Highly Qualified Teachers (HQT)

- We have 100% highly qualified teachers.
- P.S. 273 has established a Hiring Committee (consisting of teachers and parents) who oversees and assists in the hiring of HQT. Teachers are identified and selected through the Open Market Transfer System and by recommendations from other HQT.
- We maintain a safe, nurturing professional environment where teachers are appreciated and celebrated. Word of mouth and our reputation in the community has allowed us to have highly qualified staff members.

Service and program coordination

- Literacy and math development starts early in life and is highly correlated with school achievement. Our Pre-K instructional program is aligned to the upper grade curriculum. Our program nurtures each child's learning experiences to provide the foundational literacy, math and social skills that prepare them to enter kindergarten and subsequently enhance school readiness. It allows our teachers to teach and assess early reading and math skills to identify and meet student needs at an early age.
- The Learning Leaders Program will conduct workshops to provide parents with strategies and resources to support their children's learning. This program also provides parents with the necessary skills to become classroom volunteers and tutors.

Budget and resources alignment

- Title I
- Title I 10% Professional Development
- Tax Levy

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

By June 2012, the number of students taking the Fountas and Pinnell school wide reading assessment will increase two to three levels by 3% from 77% to 80%.

Comprehensive needs assessment

- Literacy development starts early in life and is highly correlated with school achievement. The fundamentals for a successful early reader, both cognitive and language skills are learned before children reach school age. The school will implement proven methods of scientifically based research reading instruction in classrooms to systematically and explicitly differentiate instruction in phonemic awareness, phonics, comprehension, vocabulary and fluency to ensure that all students learn to read well by the end of third grade.
- 77% of our kindergarten students increased at least two percentage points to reach a level D on the Fountas and Pinnell reading assessment for the 2010-2011 school year. 40% of our kindergartens scored above level D. Our report card grades indicated significant student improvement. 80% of our students scored level 3 or above on the reading section by the end of the school year (which included knowing all letters and sounds, knowing high frequency words, and retelling the story). This year, we have to take into account our first graders. In order for our first grade students to reach a level J on the end of the year assessment, they must continue to make great strides in reading with automaticity and deep understanding to be on track for being college and career ready.
- After collaborating with teachers about the phonics component of the literacy curriculum we were using, we decided to use a different phonics program that would introduce the 42 phonemes by December. This will allow us to focus more on reading strategies and differentiating support to address student needs during the second half of the year. With our transition to the Common Core Learning Standards, students are being asked to achieve at higher levels, which consists of thinking critically as they read, analyze and respond to literature. Therefore, reducing barriers to achieving early literacy skills for our students is critical to our development of lifelong learners.

Instructional strategies/activities

Use of Data

- Collect, record, analyze and document independent reading level on a monthly basis for each student, class and grade
- Use running records to ensure appropriate placement in guided reading groups
- Use interim assessments quarterly to set benchmark goals and support data driven instruction
- Analyze student work (reading and writing) to determine exemplars of quality and implement effective school – wide instructional strategies

-Curriculum and Instruction

- Ensure the use of standards-based rubrics for student writing and response to literature tasks.
- Utilize grade level curriculum maps to guide instruction
- Focus on the application of strategies for reading texts during shared and guided reading

- Utilize research based curriculums-The development and maintenance of individual assessment binders which include:
 - Running records and conferring notes
 - Rubrics for analyzing student work
 - Teacher feedback to identify strengths and weaknesses, and formulate instructional plans

-The development and ongoing refinement of a standards-based curriculum map which includes strategies for reading/writing texts during shared and guided reading/writing

-Consistent use of curriculum maps to guide instruction school-wide as evidenced by classroom visits, student work, and lesson plans.

-The development and maintenance of individual assessment binders which include:

- Running records and conference notes
- Rubrics for analyzing student work
- Teacher feedback to identify strengths and weaknesses, and formulate instructional plans

-Development of Staff

- EIT (Early Intervention Teacher) teacher provide staff with ongoing training to ensure effective implementation
- Create a data informed professional development plan by teacher, grade and school

-Use of Resources

- Use benchmark books to determine independent reading levels in 6-8 week cycles
- Ensure appropriate amount of both guided and independent reading books across levels in all classrooms

- Personal Leadership

- Principal blocks time daily to interact with students and informally observe teaching and learning during ELA instruction
- Principal reviews quantitative and qualitative data and meets with EIT on a weekly basis to identify support needed by individual teacher and grade

-Teacher Team Work

- Teachers will engage in inquiry team work to look at teacher work and student work to identify and provide recommendations for teachers to address the gaps in learning

Strategies to increase parental involvement

- Host Curriculum Nights, Parent Teacher Conferences and Open Houses where all parents are invited to attend formal presentations and workshops that address meeting the Literacy and Math Common Core Learning Standards.
- Provide assistance to parents in understanding the CCLS and the embedded performance tasks.
- Each grade will provide weekly and/or monthly newsletters and communication to parents that include math tips and online resource.
- Provide written and verbal translations where necessary.

Strategies for attracting Highly Qualified Teachers (HQT)

- We have 100% highly qualified teachers.
- P.S. 273 has established a Hiring Committee (consisting of teachers and parents) who oversees and assists in the hiring of HQT. Teachers are identified and selected through the Open Market Transfer System and by recommendations from other HQT.
- We maintain a safe, nurturing professional environment where teachers are appreciated and celebrated. Word of mouth and our reputation in the community has allowed us to have highly qualified staff members.

Service and program coordination

- Literacy and math development starts early in life and is highly correlated with school achievement. Our Pre-K instructional program is aligned to the upper grade curriculum. Our program nurtures each child's learning experiences to provide the foundational literacy, math and social skills that prepare them to enter kindergarten and subsequently enhance school readiness. It allows our teachers to teach and assess early reading and math skills to identify and meet student needs at an early age.
- The Learning Leaders Program will conduct workshops to provide parents with strategies and resources to support their children's learning. This program also provides parents with the necessary skills to become classroom volunteers and tutors.

Budget and resources alignment

- Tax Levy
- Title 1
- Fair Student Funding

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- By June 2012, parent attendance at school events will increase by 5% from 75% to 80%.

Comprehensive needs assessment

- When schools and families work together there is a higher success rate overall. Students do better in school, parents become empowered, teacher's moral improves and the community grows stronger. Our goal is to create structures and events to attract and inform parent on educational and community activities to ensure that parents understand what students should know and be able to do in each grade in order to be college and career ready.
- According to our 2010-2011 New School Quality Review, parental engagement was a strength for our school. However, in light of the the Department of Education's adoption and our transition to implement of the Common Core Learning Standards, it is important for us to strengthen the home-school connection to inform, and engage our parents in understanding the standards to ensure that all students achieve at high levels.

Instructional strategies/activities

- Teachers, school aides and parent volunteers will make phone calls home to invite parents to workshops.
- Organize and support the Learning Leaders program to engage parents and community members in tutoring students.
- Involve parents in student community service learning projects four times per year
- Involve parents to participate as guest readers once a month and in Career Day events, Family Literacy/Math Sessions, Art, ELL Workshop for parents and Community Field trips
- Establish a Parent Advisory Committee to include parents in the decision making process.
- Monthly School Calendars, letters and flyers will be sent home regularly inviting parents to attend events
- Staff members and Community Based Organizations will facilitate various parent workshops based on parent needs identified on the Beginning of the Year survey distributed in November
- Workshops will be held in the morning and evenings
- Principal and PA president will send out a parent survey twice a year to identify needs of parents
- Parent recognition and awards will be granted to parents by spotlighting parents once a month at Parent Association Meetings, Father's Day Breakfast and Mother's Day Tea Events
- Teacher/Class recognition for the classes who have the most parent participation

Strategies to increase parental involvement

- Actively involve parents in planning, reviewing and improving the funded programs and parental involvement policy of the school.
- Support level committees that include parents such as the School Leadership Team and the Parent Association. Provide technical support when needed.
- Provide workshops based on the assessed need of the parents. These workshops may include the parenting skills, GED, ESL, computers and curriculum based workshops around the Common Core Learning Standards to build parents' capacity to help their children at home.
- Provide a school informational meetings on all funding programs in the school.
- Provide written translations.

- Host Curriculum Nights where all parents are invited to attend formal presentations and workshops that address their parenting needs.

Strategies for attracting Highly Qualified Teachers (HQT)

- We have 100% highly qualified teachers.
- P.S. 273 has established a Hiring Committee (consisting of teachers and parents) who oversees and assists in the hiring of HQT. Teachers are identified and selected through the Open Market Transfer System and by recommendations from other HQT.
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Service and program coordination

- Literacy and math development starts early in life and is highly correlated with school achievement. Our Pre-K instructional program is aligned to the upper grade curriculum. Our program nurtures each child's learning experiences to provide the foundational literacy, math and social skills that prepare them to enter kindergarten and subsequently enhance school readiness. It allows our teachers to teach and assess early reading and math skills to identify and meet student needs at an early age.
- The Learning Leaders Program will conduct workshops to provide parents with strategies and resources to support their children's learning. This program also provides parents with the necessary skills to become classroom volunteers and tutors.

Budget and resources alignment

- Title I SWP Parent Involvement funding
- Tax Levy Parent Involvement

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

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

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	Using a push-in/push-out model during the school day, small group instruction is provided for students in need of academic intervention three times a week for 50 for our most struggling students and twice a week for 50 minutes for students in need of support during the school day. The following intervention programs are being used: Foundations, Elements of Vocabulary and Fountas and Pinnell Intervention System in addition to web-based programs such as Star Fall. Students also receive small group instruction during our after school extended day program using these programs.
Mathematics	Students receive small group instruction during our after school extended day program using Envision Math Intervention
Science	
Social Studies	
At-risk Services provided by the Guidance Counselor	
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	

At-risk Health-related Services	The school nurse provides services to our students who have asthma, and receive medication on a daily basis.
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**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. P.S. 273'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. P.S. 273 will support parents and families of Title I students by:

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

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

- Maintaining parent participation in school leadership teams
- Encouraging parents to become trained volunteers through the Learning Leaders program

- Having written and verbal progress reports that are periodically given to keep parents abreast of their children's progress.

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 and Title I Parent Committee;
- supporting or hosting Family Day events;
- 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;

Public School 273 School-Parent Compact

P.S. 273, 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. P.S. 273 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the Common Core Learning Standards. This school-parent compact is in effect during school year 2011-2012.

School Responsibilities

P.S. 273 will:

⇒ provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the Common Core Learning Standards (CCLS) as follows:

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

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

- ◆ Read grade appropriate books, and be able to respond to those books in different ways (written, artistic, verbal)
- ◆ Perform basic critical analysis of what you read in different ways (written, artistic, verbal)

- ◆ Write in a variety of genres and styles, for various audiences; Self-assess writing strengths and challenges
- ◆ Identify continents, countries and states on a map; produce a basic timeline of world historical events, and a specific timeline of US historical events up to modern times
- ◆ Understand mathematic concepts appropriate to grade level; begin simple algebraic work (simple variable equations)
- ◆ Conduct mathematic investigations in a variety of methods, and be able to assess which method is best for the situation/problem
- ◆ Perform moderately complex scientific investigations, and explain what they have learned/discovered in multiple ways
- ◆ Explain in moderately complex terms the importance of art, music, dance, and theater to their own learning and to societal advancement
- ◆ Create and participate actively in interdisciplinary presentations using technology that showcase what they have learned; and touch type at least 20 words per minute
- ◆ Maintain a trip journal that documents school trips taken and what they learned/experienced on these trips
- ◆ Understand the benefits of mentoring scholars in the lower grades; understand the benefits of community service
- ◆ Generate a plan of action detailing middle school and high school goals (short term and long term), how these goals will be met, and how these goals support the ultimate goal of entering and completing college successfully
- ◆ Write a research on the Ivy League or historically black college you plan to attend and why?

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

November 15, 2011 and March 13, 2012

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

Report Cards: 11/15/11, 3/13/12, 6/27/12; Progress Reports: 2/6/12, 4/23/12

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

Parent-School Communication

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

Throughout the year, you may receive a phone call or note from a teacher or school administrator. If the message requires a response, please contact the school, either by phone,

or in writing, within 36 hours. You should receive at least one phone call or note each quarter from your child's teacher.

Monthly Principal Letters

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

Monthly Calendar

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

Two Parent-Teacher Conferences

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

Two Progress Reports

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

Questions

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

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

Parent and Guardian Volunteer Responsibilities

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

⇒ involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

⇒ hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

⇒ provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

- ⇒ provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- ⇒ on the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- ⇒ provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- ⇒ provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I (i.e. as per NCLB.)

Parent Responsibilities

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

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

**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 Corinne Rello Anselmi	District 27	Borough Queens	School Number 273
School Name P.S. 273			

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

Principal Brenda Ward	Assistant Principal Stephanie Martin-Okoase
Coach	Coach
ESL Teacher Renee Palermo	Guidance Counselor
Teacher/Subject Area Joycelyn Sampson/EIT & Writing	Parent Virginia Urena
Teacher/Subject Area	Parent Coordinator
Related Service Provider	Other
Network Leader Sumita Kaufhold	Other

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	135	Total Number of ELLs	24	ELLs as share of total student population (%)	17.78%
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Part II: ELL Identification Process

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

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

1. Upon entering the NYC public school system, students and their parents are administered the Home Language Identification Survey (HLIS) by a pedagogue, which will be the ESL teacher. The response from the survey, coupled with an informal interview will determine whether the student should be given the LAB-R exam. If a student is unable to perform on the LAB-R, the LAB will be administered to our Spanish speaking students. We have both bilingual paras and office staff to assist when needed. The LAB-R should be administered within the first ten (10) days of admittance into the school system. The results of the LAB-R will indicate whether or not the student will be placed in a language program. When a student is placed in a language program, that student is administered the New York State English as a Second Language Assessment Test (NYSESLAT) every spring. If the student tests to proficiency (P) level on the NYSESLAT, he/she will no longer need to receive ESL services. If the student doesn't achieve proficiency (P) on the NYSESLAT, he/she will remain in their selected ESL program every year until he/she achieves proficiency on the NYSESLAT. Once the student is identified as an ELL student, the school secretary inputs the necessary codes in the ATS system. The RLER report is generated to verify the students who are eligible for testing. All children who are serviced in ESL will be scheduled for the NYSESLAT accordingly. The Speaking portion is done on an individual basis. The Listening, Reading, and Writing sections are done as a group.

2. If the student is identified as an English Language Learner based on their LAB-R results, their parents are invited to attend a parent orientation. Based on the enrollment of newcomers, coupled with LAB-R results, parent orientations are held as needed. We will reach out to the network leader and District 27 to identify schools that offer the program of their choice. If and when a program becomes available, a letter will be sent home to parents informing them of the change. If parents do not respond within 3-5 days, a follow-up phone call will be made to reach out to the parents.

3. Entitlement letters are sent out to the parents once students are identified as English Language Learners. The time and date of the parent orientation are included in the entitlement letters. Once they arrive at the parent orientation, parents are given brochures and visual information about TBE, Dual Language, and Free Standing ESL that is provided by the New York City Department of Education. After the parent orientation concludes, parents are instructed to fill out the Parent Survey and Program Selection forms. If a parent is unable to fill out these forms at that time, they have the opportunity to bring in the forms the following day along with their child. At the beginning of each year, parents will be given continued entitlement and entitlement letters for current year instruction. These letters will be collected by the ESL teacher. The entitlement letter records, the Parent Survey and the Program Selection forms are given to the school secretary and secured in the main office.

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	24	Newcomers (ELLs receiving service 0-3 years)	24	Special Education	2
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. ⓘ

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	24	0	2	0	0	0	0	0	0	24
Total	24	0	2	0	0	0	0	0	0	24

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

C. Home Language Breakdown and ELL Programs

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

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

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 0 Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

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

Native American: 0 White (Non-Hispanic/Latino): 0 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	13	10	0	0	0	0	0	0	0	0	0	0	0	23
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	1	0	0	0	0	0	0	0	0	0	0	0	1
TOTAL	13	11	0	24										

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?

1. Delivery of Instruction

- a. The school currently uses the Push-in/Pull-out organizational models for ESL.
 - b. The ESL teacher works with ELL's during literacy and math instruction in collaboration with the general education classroom teachers to provide language acquisition and vocabulary support. In small groups, the ESL teacher emphasizes the same strategies that are being taught in the classroom. ESL strategies such as total physical response, and whole language are used to help children gain both fluency and comprehension in the English language. In conjunction with helping the advancement of the childre's oral expression, the teacher often reads aloud to the students and gives them opportunities to respond to literature though wring and drawing. During Pull-Out, students are grouped homogeneously according to level or need for English-acquisition-focused instuction.
2. The ESL teacher provides services for Beginners and Intermediate ELL students for 8 periods per week at 45 minutes per period for a total of 360 minutes a week. The advanced ELL students are serviced for 4 periods per week at 45 minutes a period for a total of 180 minutes per week.
3. For each content area, vocabulary development is a major focus. Dependent upon the content area in which the ESL teacher pushes into, the students will be able to breakdown the actual language of the given text, activity or task of the day and begin with vocabulary and visual arts. Also, ELLs are given an opportunity to participate in peer tutoring within the classroom. Beginners team up with more advanced ELLs to exchange ideas and reach an understanding of the day's concept(s). Manipulatives are readily available and often used in every content area. Whenever possible, demonstrations of the lesson help ELLs understand and participate in group discussion, eventually guiding them into broader, whole class discussions and accountable talk, where ELLs can move around and interact with other students. This has been proven to be most effective for ELLs.
4. Currently, the students are not of age to take the state exams. If a student is unable to complete the LAB-R, he/she is given the Spanish Lab. The LAB is available for our Spanish speaking student. When necessary, a Spanish-speaking translator is provided.
5. a. When a SIFE student returns to school they are given a brief informal assessment of their basic skills and knowledge of English. The student is reintroduced to the classroom environment through displaying language and content objectives and presenting information in varied ways, written demonstrations and manipulatives. Once the student feels comfortable in their classroom environment, they folllow the structured ELL program that is currently in place. If there is a need for extra tutoring, the ESL teacher meets with the classroom teacher and discusses areas for improvement and possible intervention strategies to meet their needs. SIFE students also receive extended instructional time in small groups during the after school extended day program.

A. Programming and Scheduling Information

b. The main focus is to scaffold support so that the student can experience a smooth transition back into the classroom environment, develop their basic English, vocabulary and beginning foundations with their content area teacher and the ESL teacher. The program is adapted to address student needs. Focus is placed on utilizing the skills acquired in their first year to develop stronger abilities as a reader and writer of English.

c. ELL students receiving services 4 to 6 years will receive extensive academic support in reading, writing and math. The AIS teacher will provide extra support in content area instruction and supplemental support with a reduced student to teacher ratio during the extended day program.

d. Because we are a K-5 school, we will not have long-term ELLs.

6. There are a variety of strategies used to accelerate English language development. The ESL teacher provides extra support using visuals, Total Physical Response (TPR), Kinesthetic learning, and the Sheltered Instructional Observation Protocol (SIOP) Method. All teachers will be trained using the Universal Design Language model when planning lessons. All classroom teachers will also incorporate accountable talk, technology, and will utilize the following intervention programs: Foundations, Elements of Vocabulary, Fountas and Pinnel Intervention System to support student needs.

7. Our ELL-SWDs are mainstreamed during pull-out sessions. Differentiation of resources, process (with reduced time on task) and product are incorporated into lessons to meet their needs. The kinesthetic, tactile and the arts are infused into our lessons as well.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	0		0	0
Social Studies:	0		0	0
Math:	0		0	0
Science:	0		0	0
0	0		0	0
0	0		0	0
0	0		0	0
0	0		0	0

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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.



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

B. Programming and Scheduling Information--Continued

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

8. Our social studies and science programs are intergrated into the literacy block. Vocabulary support and pre-teaching is provided by the ESL and early intervention teachers. In addition, our ESL teacher provides push in/pull out services to address student needs in the content areas. During extended day, ELL students in grade K receive "Foundations" and ELL students in grade 1 receive "Elements of Vocabulary" instruction both programs support ELA. Classroom teachers provide supplemental math support using "Rhymes and Times". Visuals, technology and manipulatives are incorporated into all lessons.

9. ELLs who achieve proficiency on the NYSESLAT will continue to receive ESL and AIS push in support. The level of support will be determined on an individual basis. Test accommodations for former ELLs will continue for up to two years. Consequently,

B. Programming and Scheduling Information--Continued

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

8. Our social studies and science programs are intergrated into the literacy block. Vocabulary support and pre-teaching is provided by the ESL and early intervention teachers. In addition, our ESL teacher provides push in/pull out services to address student needs in the content areas. During extended day, ELL students in grade K receive "Foundations" and ELL students in grade 1 receive "Elements of Vocabulary" instruction both programs support ELA. Classroom teachers provide supplemental math support using "Rhymes and Times". Visuals, technology and manipulatives are incorporated into all lessons.

9. ELLs who achieve proficiency on the NYSESLAT will continue to receive ESL and AIS push in support. The level of support will be determined on an individual basis. Test accommodations for former ELLs will continue for up to two years. Consequently, they will receive extended time on all state exams.

10. In the upcoming school year, there will be a NYSESLAT prep after school program, in which we will provide additional help in listening, speaking, reading and writing in English. Adult ESL classes will be held periodically to enable parents to learn about and utilize strategies to help their children at home.

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

12 All students are provided with music, dance, art, physical education, technology and academic support during extended day. All ELL students are programmed for these courses and are encouraged to participate in all school wide programs during and after school.

13. Foundations, Jolly Phonics, Elements of Vocabulary, Rhymes and Times, Star Fall, DIBELS Electrified and Thinking Maps are being used to support ELLs. All of our teachers use smartboard technology to suport support our ELL students as well.

14. With freestanding ESL, the only language spoken is English. Translation is provided when needed.

15. Based on beginning, middle, and end of the year data, ELL students are grouped according to age to address their social and emotional needs. ELL students are grouped both homogeneously and heterogenously according to their grade level skills to address their academic needs.

16. Each year, a parent and student orientation and open house is scheduled for newly enrolled ELL students before the beginning of the school year. Parents and students are introduced to staff, take a tour of the school and participate in activities that will make them feel comfortable in their new environment.

17. N/A

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

D. Professional Development and Support for School Staff

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

1. All classroom teachers (including the ESL teacher) at P.S. 273 will participate in monthly professional development workshops which includes the following topics: Understanding by Design, Common Core Learning Standards (ELA & Math), Professional Teaching Standards, Universal Design for Learning, the Inquiry Process/Looking at Student Work, and Depth of Knowledge. Teachers meet weekly and presented with a variety of instructional strategies that support all students including English Language Learners. The principal and assistant principal attends monthly network professional development meetings that focus on teacher effectiveness and quality instruction. Our art teacher received monthly professional development on Work Sampling and Art integration into the Content Areas. Our school secretary continues to receive training from the network on the ATS system which is then turn-keyed to the ELL Teacher. In addition to professional development workshops and grade team meetings that will be held weekly, our ESL teacher meets with teachers twice each semester to focus on topics such as the NYSESLAT preparation to help teachers become familiar with the format and skills needed for students to be successful on this assessment, supplemental ESL strategies and lesson activities. Also the ESL teacher is part of the instructional cabinet, the Special Needs Inquiry Team and attend monthly ELL Network meetings.

2. The guidance counselor and the assistant principal will provide staff with professional development and resources to assist ELLs as they transition into middle school. They will also coordinate the Middle School Choice process. The guidance counselor will conduct information meetings with both the students and parents separately. The network and District 27 will provide professional development to support the guidance counselor. The guidance counselor will turn-key all information.

3. During grade team meetings each month, strategies will be shared by the ESL teacher to address topics including interpreting NYSESLAT data, literacy, math, and writing based on informal and formal assessments.

E. Parental Involvement

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

1. Throughout the school year, the ESL teacher is in contact with the parents about the progress of their child based on beginning, middle and end of the year data and parents are invited to meet with the ESL teacher during Parent-Teacher Conferences to discuss the progress of their child. Classroom teachers send bi-monthly newsletter to inform parents of the academic focus, provide parent tips and useful websites they can access at home to assist their children. Our Parent Association (PA) is also open to any and all parents of students, including ELLs. Parents of ELLs are encouraged to voice their concerns and receive workshops about ELL instruction, assessment, curriculum and how to help their children acquire the language at home. Translation is provided at all meetings.

2. P.S. 273 partners with Generation On, and Learning Leaders to provide workshops for all parents, including our ELL parents. Topics include: Teach your child to do math, Teach your child to read, Teach your child to write, Bookmaking, Positive discipline, Holidays around the world, Grow and be involved in community projects and more. The purpose of these workshops is to offer simple home activities for parents to use as they support their children's learning.

3. Along with letters sent home with the child, surveys are handed out to assess the needs of the parents, including those of ELLs. Surveys are given during PA meetings, which are held once a month and at Parent-Teacher Conferences held in the fall and in the spring.

4. Parents are encouraged to participate in our monthly home-school projects, and events as well as our community service projects, trips, Guest Reader Fridays, cultural celebrations, and other parent volunteer opportunities. Parents receive professional development to assist teachers in the classroom through the Learning Leaders Program.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2	5	0	0	0	0	0	0	0	0	0	0	0	7
Intermediate(I)	0	3	0	0	0	0	0	0	0	0	0	0	0	3
Advanced (A)	11	3	0	0	0	0	0	0	0	0	0	0	0	14
Total	13	11	0	0	0	0	0	0	0	0	0	0	0	24

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Integrated Algebra	0	0	0	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

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

- We use the Performance Literacy Assessment (PLA), EnVisions Unit Math Assessment, Quarterly Writing Samples, and the Fountas and Pinnell Benchmark Assessment. Of the 11 first grade students who were assessed in reading, one student is an emergent reader, four students are reading at level A, three students at level B, one student at level C and two students are reading at level D (which is on grade level). In comparison to the rest of the first graders, our ELL students are in need of the most support. Consequently, the ESL teacher has incorporated guided mini lessons into her pull out program, teachers have included more independent reading time into the reading block, and our writing teacher is incorporating more response to literature practice into her schedule.
- The results of the NYSESLAT reveal that students are in need of extra support in areas of Reading and Writing.
- According to the patterns presented by the NYSESLAT data, more focus has been placed on reading and writing. Students in grade 1 receive additional instruction in writing three times a week and students in grade K, receive additional instruction in writing twice a week with the writing cluster teacher. The ESL and EIT/Writing teachers will continue to push in during the reading block to assist classroom teachers during reading and writing activities. This reduces the ratio between teacher and students and maximizes student achievement. The ESL and EIT/Writing teachers use both the Common Core Learning Standards and the ESL State Standards to inform instruction.
- N/A
- N/A
- The success of the ELL program is evaluated through the NYSESLAT Data, Classroom Assessments, Informal Anecdotal Records and Informal Notes. The student's individual success in all content areas is monitored through the progress reports, running records, and informal assessments from the ESL instructor. Ultimately, success is evaluated by students reaching grade level academic standards.

Additional Information

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

Part VI: LAP Assurances

School Name: <u>PS 273</u>		School DBN: <u>27Q273</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Brenda Ward	Principal		12/10/11
Stephanie Martin-Okoase	Assistant Principal		12/10/11
	Parent Coordinator		
Renee Palermo	ESL Teacher		12/10/11
Virginia Urena	Parent		12/10/11
Joycelyn Sampson	Teacher/Subject Area		12/10/11
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **27Q273** School Name: **P.S. 273**

Cluster: **1** Network: **108**

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

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

P.S. 273 uses the information provided by families on the Home Language Survey and on the blue emergency contact cards to assess our school's written translation and oral interpretation needs. We have found that approximately 65% of our parents are Spanish speaking. Of the 65%, 15 parents require written and oral Spanish translation. There is one parent who requires oral and written Bengali translation. This information is maintained in the main office. At the beginning of the school year, teachers are given a list of the parents who prefer written or oral communication in a home language other than English based on this data by the school secretary. Teachers are provided with the results of our findings. Teachers then conduct a brief interview with each parent to confirm their preferred language of communication. This list of parents and their preferred languages is compiled by class and is posted in the main office and a copy is forwarded to the classroom teacher to ensure that we provide the preferred oral and written communication to our parents. Oral Interpretations and written translators are provided for non-English speaking parents using DOE resources (our school secretary included) and parent volunteers. We also have staff members who are able to translate the following languages, if necessary: Bengali, Urdu, Arabic, Hindi and Pubjabi. When necessary, we use the Office of Translation and Interpretation Unit.

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.

P.S. 273 has found, based on the aforementioned survey, that our school community requires translation into Spanish. Therefore, most of these findings are reported to our community during staff , School Leadership Team, and Parent Association meetings and school newsletters.

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.

If the need for translation in a language other than English is identified during school year, we will contact the Translations and Interpretations Unit for documents that have been translated into the required language need. We will also seek to use the Translations and Interpretations Unit to translate any communications that are being sent home by the school into the required language.

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.

If other home languages are identified as the school year progresses, we will contact the Language Interpretation Center to schedule an interpreter to attend parent teacher conference, PA meetings, and all other school events. We will also seek out any staff members that speak the required language. We will then provide that staff member with per session, if necessary, to provide language interpretation services to parents who are in need of them.

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>.

We distribute the Parents Bill of Rights in multiple languages to families to ensure they are informed of their right to translation and interpretation services. All important notices are translated during Open House informationals and orientation. If other home languages are identified as the school year progresses, we will contact the Language Interpretation Center to update most if not all school documents sent home translated into the required language if need be. We will also seek out any staff members who can write the required language. We will then provide that staff member with per session, if necessary, to provide document translation services to the school.