



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

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

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

PRINCIPAL: MITRA W. LUTCHMAN

EMAIL: MLUTCHM@SCHOOLS.NYC.GOV

SUPERINTENDENT: BARBARA FREEMAN

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
MITRA W. LUTCHMAN	*Principal or Designee	
JOYCE WINGFIELD	*UFT Chapter Leader or Designee	
STEPHANIE DAVIS	*PA/PTA President or Designated Co-President	
NA	DC 37 Representative, if applicable	
NA	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
NA	CBO Representative, if applicable	
MARY DEBERRY	Member/	
MAGARITA BETANCES	Member/	
PAULINE MURRAY	Member/	
LUZ BIERD	Member/	
MYRNA WILLIAMS	Member/	
DERRICK HOLMES	Member/	
ALFA REGIO	Member/	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

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

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

## 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**

To help support teachers' pedagogical needs. We will continue the 4-6 week cycles of focused observation reports, using Charlotte Danielson's five domains, offering teachers immediate feedback for growth and development.

### **Comprehensive needs assessment**

Based on the 2011-2012 assessment data we declined 19.6 % points in ELA and 41.3% points in Mathematics. In addition, we ranked our teachers using the 4 domains from Charlotte Danielson's evaluation rubric and they were not proficient in their practice. Consequently, the need to strengthen the supervision of teachers was clearly evident.

### **Instructional strategies/activities**

- Using instructional walk through checklist, supervisors will observe teachers in the following domains:
  - Environment (September 2012-October 2012)
  - Planning/Preparation (October 2012 – November 2012);
  - Instruction (November 2012- February 2013)
- Supervisors will use formal observation reports to provide feedback on effective teacher performance using Domains, Components, and Elements of the Framework for Teaching (October 2012 – June 2013)
- Supervisors will hold a minimum of two, one-on-one conferences with teachers to reflect on their Professional Responsibilities (September 2012- June 2013)
- Monitor the progress of teaching and learning through Individualized Growth Plan (September 2012- June 2013)

### **Strategies to increase parental involvement**

- 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 CEP, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact.
- Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress.
- Developing and distribution a school news letter or web publication designed to keep parents informed about school activities and student progress.

### **Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy    Title I   \_\_\_\_\_ Title IIA   \_\_\_\_\_ Title III   \_\_\_\_\_ Grants   \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- FY13 tax levy monies are used to fund the principal and assistant principal.
- FY13 tax levy monies are used of OTPS: professional books and resources, hiring a literacy consultant, and instructional and administrative supplies.
- FY13 Title I 10% allocation is used for the salary of a coach who will provide support for teachers.

**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**

We will upgrade our existing ELA and math curriculum to include at least four CCSS aligned performance tasks. (2 in literacy and 2 in math)

**Comprehensive needs assessment**

Analysis of the last years NYS ELA and Math data, as well as, current periodic assessment data has shown that our students have deficiencies in the areas of critical thinking and problem solving.

**Instructional strategies/activities**

- Teachers will align the curriculum with the CCSS based on the delivery of instruction and assessments. (September 2012 – June 2013) Professional Development will focus on developing tasks for CCSS on the delivery of instruction and assessments. (September 2012 – June 2013).
- Teachers will collaborate with Network and school based design team for tools, as well as support, for new ways of teaching and assessing. (September 2012 – June 2013).
- Rubrics will be utilized to assess the CCSS aligned performance tasks. (September 2012 – June 2013).
- Teachers will collect and use data to inform instruction and collaborate within teacher teams. (September 2012 – June 2013)

**Strategies to increase parental involvement**

- 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 CEP, including the implementation of the school's title I Parent Involvement Policy and School-Parent Compact.
- Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress.
- Developing and distribution a school news letter or web publication designed to keep parents informed about school activities and student progress.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
\_\_\_\_\_ Tax Levy      X   Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants      X   Other

If other is selected describe here:  
In-kind-CFN - Grapevine 612  
ARRA RTTT

**Service and program coordination**

- FY13 ARRA RTTT allocation will be used to pay per session monies to teachers to create CCSS aligned ELA scope and sequence and Content area performance tasks to ensure rigor is infused in the delivery of instruction.
- FY13 Title I funds has been allocated for the salary of a coach who will provide professional development to teachers.
- FY13 ARRA RTTT Data monies will be used to pay per session to teachers who assist in analyzing school data.

### **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**

To implement a revised year long writing curriculum that reorganizes the writing content to teach fewer genres and allow for a more in-depth study based on each grade's focus.

#### **Comprehensive needs assessment**

Based on last year's school-wide writing assessments data, we found that we were "skimming the surface" and not having students dig deeper into writing the assigned 10 genre studies.

#### **Instructional strategies/activities**

- To continue using 6+1 Traits Writing to develop teachers' understanding and ability to teach qualities of writing craft
- To continue to use Teachers College writing units
- Classroom libraries will support Authors as mentors
- Writing will be across the content area

#### **Strategies to increase parental involvement**

- 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 CEP, including the implementation of the school's title I Parent Involvement Policy and School-Parent Compact.
- Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress.
- Developing and distribution a school news letter or web publication designed to keep parents informed about school activities and student progress.

#### **Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here:

#### **Service and program coordination**

- FY13 Tax Levy allocation will be used to hire a literacy consultant to support classroom teachers in improving their writing instruction.

### **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**

- To launch the “Leader in Me” program.

#### **Comprehensive needs assessment**

After analyzing all school data (Assessments, attendance, behavior incidents, and student observations), we concluded that our students are not self motivated, have poor work ethics, and chronic attendance issues.

#### **Instructional strategies/activities**

- The 7 Habits of Highly Effective People Signature Program
- Establish a Lighthouse Team
- Create a Leadership Environment
- Integrated instruction and curriculum- teachers will integrate leadership language into instructional curriculum daily
- Staff Collaboration – establish process for mentoring and modeling leadership principles and tools to new staff
- Student Leadership- Create roles and responsibilities for students using leadership words.
- Leadership Events
  1. Mini Leadership Day ( Dec. 2012)
  2. Career Day (May 2013)

#### **Strategies to increase parental involvement**

- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school’s Title I program an outlined in the CEP, including the implementation of the school’s title I Patent Involvement Policy and School-Parent Compact.
- Providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress.
- Developing and distribution a school news letter or web publication designed to keep parents informed about school activities and student progress.

#### **Budget and resources alignment**

- Indicate your school’s Title I status:  School Wide Program (SWP)  Targeted Assistance Program(TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

  X   Tax Levy           Title I           Title IIA           Title III      X   Grants           Other

If other is selected describe here:

**Service and program coordination**

- We will support this initiative by using FY13 Tax Levy allocation to provide per diem coverage for teachers' professional development.

### **ANNUAL GOAL #5 AND ACTION PLAN**

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

#### **Annual Goal #5**

During the 2012-2013 school year, we will increase parental involvement by 50%.

#### **Comprehensive needs assessment**

Based on current parent attendance data gathered for the 2011-2012 school year from various activities such as PTA meetings, PT/Conferences, parent workshops, and the Environmental Survey, there is an indication that we should continue to strengthen Parent Involvement and the home-school connection.

#### **Instructional strategies/activities**

- Collaborate with the Parent Coordinator to facilitate the following:
  - Use the Parent Handbook to inform parents about the appropriate protocol for school business (September 2012 – June 2013)
  - Provide passwords for ARIS Parent to increase enrollment (September 2012 – June 2013)
  - Implement a series of family activities: Family Reading Night, Family Math Night (October 2012 – May 2013)
  - Host parent workshops: curriculum, social-emotional issues, job readiness skills, and book clubs, ARIS training (September 2012 – June 2013)
  - Cadre of tutors to support students' academic achievement (September 2012 – June 2013)
  - Provide parent incentives for attending PTA meetings. (September 2012 – June 2013)
  - Outreach through home visits (September 2012 – June 2013)

#### **Strategies to increase parental involvement**

- 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 CEP, including the implementation of the school's title I Parent Involvement Policy and School-Parent Compact.
- Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress.
- Developing and distribution a school news letter or web publication designed to keep parents informed about school activities and student progress.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program(TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**Service and program coordination**

- FY13 Tax Levy funds are used to pay the parent coordinator's salary and supplies.
- FY13 Title I SWP Parent Involvement allocation is used to fund activities to increase parent participation.

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Targeted reading and writing Intervention  Differentiated activities and tasks based on individual students needs.  Teacher conferences	Small group     One-to one	During the school day 37 1/2 minutes
Mathematics	using Acuity tutorials, computer assisted instruction  Targeted math intervention	One-to one    Small group	During the school day 37 1/2 minutes
Science	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
Social Studies	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Focus on character education dealing with positive behavior, emotional and social development, social connections with peers and adults	Small group  One-to one	During the school day

### HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

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

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

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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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. This compact was approved by the parent body for the 2012-13 School Year.

#### **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  
2012-13**

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>Jose Ruiz</b>	District <b>13</b>	Borough <b>Brooklyn</b>	School Number <b>270</b>
School Name <b>The JoHann DeKalb</b>			

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

Principal <b>Mitra Lutchman</b>	Assistant Principal <b>Linda Green</b>
Coach <b>Math-Jacqueline Anderson</b>	Coach <b>type here</b>
ESL Teacher <b>Sheilah Quinn</b>	Guidance Counselor <b>Joyce Wingfield</b>
Teacher/Subject Area <b>Yolanda Clarke-Common Branch</b>	Parent <b>Mrs. Chowdhury</b>
Teacher/Subject Area <b>Gillian Williams-Common Branch</b>	Parent Coordinator <b>Tiwana Livingston</b>
Related Service Provider <b>Queen Williams</b>	Other
Network Leader <b>Margarita Nell</b>	Other <b>type here</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>0</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>184</b>	Total Number of ELLs	<b>15</b>	ELLs as share of total student population (%)	<b>8.15%</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. [🔗](#)

### Teacher Qualifications

P.S. 270 The JoHann DeKalb School has a highly professional and qualified staff servicing the ELL population consisting of permanent licensed Common Branch Elementary Education teachers and one permanent, dually certified ESL/Secondary English teacher who are committed to ensuring that ELLs receive instruction and mandates from fully certified school staff for the 2012-2013 academic year.

### ELL Demographics and School Description:

P.S. 270 The JoHann DeKalb School, is located in the Clinton Hill community of Brooklyn, New York. Of the approximately 184 student population of P.S. 270 there are fifteen English Language Learners which makes up 8.15% of our population. English is the predominant language of the building however, other native languages represented are: Spanish, Fulani and Bengali. In Kindergarten there are two Spanish speaking ELLs, both at the Beginner level and both in Special Education. In grade one there are two Spanish speaking ELLs, and one Bengali speaker. There is one Beginner and two Intermediates. In grade two there are four ELLs. There are three Spanish speakers and one Fulani speaker. Of these students there are two whom are Beginner ELLs, one Intermediate and one Advanced whom is in his first year of service and in Special Education. Currently there is one Spanish speaking ELL in the third grade in a self-contained Special Education class at the Intermediate level. There are four fourth grade ELLs whom are all Spanish speakers. One moved from Beginner to Intermediate in his first year of service and three other Advanced students, one of whom is in Special Education. The fifth grade has one long-term, Spanish speaking ELL who is at the Advanced level in all modalities, currently in a self-contained Special Education classroom. The percentage of student population at P.S. 270 eligible for free and reduced lunch is approximately 89%, indicating that most of our students range from low socio-economic to lower-middleclass backgrounds. There are thirteen Spanish speaking, one Bengali and one Fulani speaking ELLs.

### Parent Choice/Identification Process

When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. This multi-step

process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system. The ELL identification process is completed within ten school days of initial enrollment as per CR Part 154.

The trend at P.S. 270 this year, as well as previous, regarding the parental options on the HLIS survey is that parents choose the freestanding ESL program. The ESL program offered at PS 270 is closely aligned with parent choice in that 100 percent of parents choose ESL. As per our numbers, PS 270 does not offer Dual Language nor Transitional Bilingual Programs. The pedagogue who knows ELL students in our building is Sheilah M. Quinn, ESL teacher. Upon registration the HLIS survey is distributed to parents via the pupil secretary, Vanette Jones to determine a student's language proficiency. This is shared with the ELL pedagogue who then speaks with the parent and conducts an informal parent interview. Parents are requested to indicate their preferred language on a "preferred language" form available on the DOE website. They are informed of their child's LAB-R eligibility and the procedure in which the exam is administered to determine the need for ESL services. The Language Battery Assessment (LAB-R) is administered by the ESL pedagogue to identify the child as an English Language Learner or English Proficient. If the child's native language is Spanish, the Spanish LAB R is administered in conjunction with the English. The LAB R is handscored by the ESL teacher, copied and kept on file in the room 209. An entitlement letter is provided to parents to inform them about the child's identification subsequently, the child is enrolled in the appropriate program within ten days. A copy of the entitlement letter sent to parents is kept on file in room 209. Whether a child is eligible or ineligible for ESL services, the parent is notified through written correspondence in their preferred language, downloaded from the aforementioned DOE website.

Because it is P.S. 270's obligation to ensure all LEP parents are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education, the ELL pedagogue, in conjunction with the parent coordinator, Tiwana Livingston then offer and provide parents with an orientation where they are informed of their rights of services, parental options and selection forms of educational offerings for their children via conference and CD/video tape to familiarize parents with the available programs citywide. This parent orientation CD is available in nine languages. Parent brochures are disseminated in their native language (if available) to enrich the understanding of each available program. When the parent completes the selection form the school conforms to the parental choice selections when available. PS 270 offers a freestanding ESL program because we do not have the numbers for any other program choice. It is explained in the interview however, that if there were 15 parents on two contiguous grades, speaking the same language who prefer a bilingual setting for their children, PS 270 would be legally bound to open a bilingual class that accomodates them. We have at most, six students at this time on two contiguous grades speaking the same language, but all have chosen ESL. It is verbalized when conferencing with the parent that the child will be enrolled in the program selected for the entire year. It is also explained that the NYSESLAT exam is the end of year exam that will determine a child's new proficiency level and non/continued entitlement of ESL services. At the culmination of each academic year, all identified ELLs are administered the NYSESLAT in the four modalities of their grade band by the designated testing team of the ESL pedagogue and testing coordinator during the window dictated by New York City Schools Assessment Memorandum. This is also stated in writing on the DOE Placement letter that is sent home to parents. The parent choice survey and selection form is filed with the ESL teacher in room 209. If the parent does not return a parent selection form or attend the one on one conference, a placement letter is sent home via school mail to inform parents that students have been placed in the freestanding ESL program offered at 270 and it is indicated in ATS that the default is the choice of the "Bilingual" program. Copies of these letters reside in room 209. The parent coordinator often makes attempts to meet in parents' homes when they cannot be reached by phone. Orientations/interviews are conducted in the native language upon request with the assistance of translators employed by P.S. 270 fluent in Spanish, at Open School Night October 2012. If translation cannot be accomplished through an employee of P.S. 270, we offer translation services through the "Translation and Interpretation Unit" of Long Island City (718.752.7373) office. P.S. 270 makes use of The School Allocation Memorandum # 75 to cover local interpretation needs. Languages spoken in the building by staff which can be called on for interpretation/translations are as follows: Ms. Reyes District 37-Spanish, Ms. Valentine, para-Spanish, Ms. Pine, school psychologist-French, Ms. Vanette Jones, secretary-Spanish, Ms. Betances, teacher-Spanish.

## Part III: ELL Demographics

## A. ELL Programs

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

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

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

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	15	Newcomers (ELLs receiving service 0-3 years)	10	Special Education	6
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	2

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

	ELLs by Subgroups									Total
	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	
TBE										0
Dual Language										0
ESL	10	0	5	3	0	3	2	0	2	15
<b>Total</b>	<b>10</b>	<b>0</b>	<b>5</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>15</b>

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
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 L	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>	<b>0</b>																			

**Dual Language (ELLs/EPs)**

**9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	2	3	1	4	1								13
Chinese														0
Russian														0
Bengali		1												1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			1											1
<b>TOTAL</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>15</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.

## A. Programming and Scheduling Information

- d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

### Current English Language Learners Instructional Program

P.S. 270 implements a Freestanding English as a Second Language (ESL) Program that provides one hundred percent English instruction. The primary goal of this program is to assist students in achieving English Language proficiency within three to five years and be able to write using academic language within those five years, which is the average for an English Language Learner. Some of the goals within this program are to amplify the literacy and academic skills of ELLs who participate in the program, to incorporate recognized and research based ESL instructional strategies across content areas and provide students the strategies and skills to perform at city and state grade level in all subject areas. The ESL teacher provides instruction under the Pull-Out Model, supporting the classroom teacher. ELLs are grouped heterogeneously by grade but homogeneously based upon proficiency levels and supported across the content areas of instruction with scaffolds and by means of differentiated instructional practices to meet the individual needs of the ELL population. Scheduling accommodates students' required instructions in the arts and physical education (art, drama, chorus, technology and physical education). New programs being implemented by the ELL teacher in conjunction with the Parent Coordinator and participated in by ELLs/ELL parents are: Cookshop and Cookshop for Parents to help increase parental involvement and The Leader in Me Process. There are no programs ELLs currently participate in, being discontinued.

### Freestanding English as a Second Language Program

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

## A. Programming and Scheduling Information

As stated, the population of ELLs is a mixture of Early Emergent, Beginner, Intermediate and Advanced students. There are ten newcomers who have received ESL for 0-3 years. Of the two kindergarteners, both are Beginners and require a significant amount of support in pre-reading skills, listening and speaking. They are limited in their reading, writing, speaking as well as listening abilities. They receive pull-out instruction from a self-contained Special Education classroom. In grade one there are three students, one at the Beginner level, and two Intermediates, all newcomers. In grade two there are three Spanish speakers, and one Fulani speaking ELL. They are comprised of two Beginners, one Intermediate and one Advanced. The only third grade ELL is a Special Education student who was non-verbal and functioning at the Beginner level in 2012 but has moved to the Intermediate level. Two other ELLs are in self-contained Special Education Bridge class with 6 plus years of service as Advanced level ELLs. The new Beginner students have one-to-one Bilingual Spanish-speaking paras. All students receive ESL through the pull-out model. One Intermediate student who dropped from the Advanced level in 2012, due to insufficient Reading/Writing scores works with homogeneously age-group, however heterogeneous leveled group of ELLs. The two other grade three ELLs in this group grew one level from Intermediate to Advanced in all modalities. This particular student struggles with all modalities of Listening/Speaking/Reading/Writing and receives speech services as well. There is currently one ELL in the fourth grade in a bridged class. The fifth grade, Advanced ELL, gained proficiency in Listening and Speaking but is still Advanced in Reading and Writing. This year's 2012, ITA showed growth of a "high" 3 on the ELA and a low 4 on the Math Predictive. The Advanced students receive 180 minutes of ESL instruction per week in a Pull-out setting with students working at their levels and supported through differentiated instruction and 180 minutes of ELA instruction. ESL is provided for 180 minutes per week for Advanced students and 360 minutes for Intermediate and Beginners.

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

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

### Plan for Newcomers

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

- A SAPIS worker for peer mediation and counseling.
- An informal Student Orientation/Welcome Back Assembly

## A. Programming and Scheduling Information

- Buddy system identifying a similar student in his/her class that will assist during the day.
- Encourage the student to participate in the Saturday Program and After School activities.
- An informal assessment is conducted to identify possible Academic Intervention needs.
- Home/School communication.
- \*Cookshop For Parents
- \*The Leader in Me

### Plan for SIFE

P.S. 270 has no students who fall under SIFE, however the plan for students with interrupted education is to include them in the following support programs aside from ESL: 37.5 contractual extended day reading and math sessions, and The Saturday Academy. ESL students at P.S. 270 are involved in at least one of these programs, if not all of the above. If the SIFE population were to increase and there was an urgency to provide academic intervention services as an extension of the regular school program it would include:

- A SAPIS worker for peer mediation and counseling.
- Creating individualized student needs assessments.
- Creation of an AIS plan with emphasis on the literacy and math components.
- Grade appropriate instructional support materials.
- Differentiation of instruction in all content areas.
- Professional development for staff in the new ALLA assessment to identify SIFE students; and in strategies that benefit the SIFE within your classroom instruction.
- \*Cookshop for Parents
- \*The Leader in Me

### Plan for Long Term ELLs

For long term ELLs, the above remediation is encouraged and recommended. ELLs continuing to need academic support will receive a PIP, personal intervention plan, developed by the AIS team at P.S. 270. An analysis of their scores on The TC Assessment, DRA, ECLAS, the NYSESLAT, ELA and Math assessments to assess their needs. Our transitional ELLs (currently one in grade 2 and one in grade 3) receive services in the Pull Out model as per teacher requests and for monitoring of progress throughout the academic year following their proficiency score. They may continue to receive AIS services if targeted by The CARE Team/Intervention Team. All former ELLs at the proficient level receive testing accommodations for up to two years on all Standardized Tests according to the New York City Schools Assessment Memorandums. Our action plan for this Long Term ELLs and some transitional ELLs involves:

- An after school academic program, targeting reading and writing at least three days during the week.
- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs.
- Extended day reading and math sessions to promote academic language and skills.
- Academic Intervention Services within the school day
- Saturday Academy
- \*Cookshop for Parents
- \*The Leader in Me

### Plan for Special Needs Students

For our Special Education population all the above-mentioned resources are available as well as small group instruction and peer tutoring and mediation with Special Education paraprofessionals. For students struggling academically P.S. 270 offers an Academic Intervention Service whereby students are instructed in remedial reading at the pace necessary for the individual learner. Programs offered during the academic day are: The Wilson Program, Passport Voyager, and Foundations. Academic Intervention is also provided through participation in The Saturday Academy, The Leader in Me, a four-hour Saturday program with an emphasis on organizational skills, remedial math and reading and test preparation. We currently have eight special needs ELLs in our ESL program. Six are in self-contained bridge classes and two in mainstreamed general education classes. All students receive ESL provided through a Pull-Out/Push-In model. There are two kindergarteners with bilingual paras, and one third grade student with a one-to-one bilingual para. Our policy for special needs students entails:

- Ensuring that all teachers of students with an IEP are familiar with students' particular needs and all services are provided according to the IEP mandates.
- Collaboration between the ESL teacher and IEP contact person.
- Monitoring the newcomers and SIFE students for possible special needs.
- The delivery of AIS services during school, after, and as part of our Saturday School Academy.

**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			
Social Studies:			
Math:			
Science:			

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

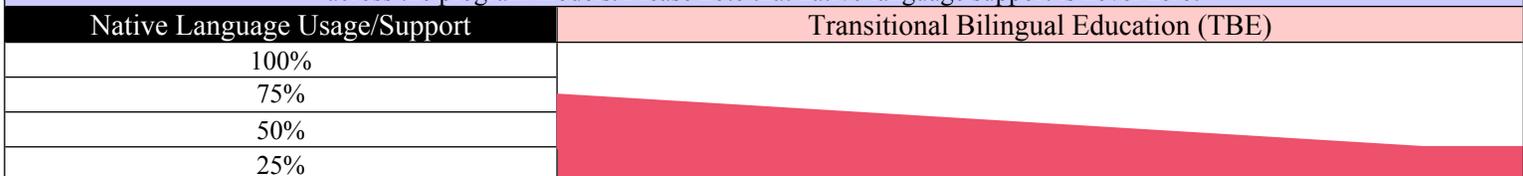
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90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



	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

## 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?

### Instructional Materials:

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

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

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

### Supplementary Programs

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

- Saturday Academy: Our Saturday Academy offers both remediation and enrichment in Mathematics, ELA, technology and photography.
- Family Celebrations/Assemblies: Throughout the year, parents come to the school to take part in community celebrations. At these events, the school and community come together to recognize and celebrate student achievements in attendance, cultural arts and academics.
- Translation and Interpretation Services: These services are offered to increase the involvement of parents in the program, additional funding is available to translate important policy documents.

The materials selected and utilized for instruction are aligned with the State and City ESL Standards and information compiled through data analysis of: student work, DRA, ECLAS, ITA, NYSELA/MATH, LAB R, NYSESLAT and student-teacher conferences. Student diversity is respected and celebrated through the support of their native language development and heritage. Native language support is provided through a buddy system, interpreters through the various bilingual staff members and PTA members in the building on a routine basis, multi-lingual libraries and listening centers in the classrooms, dramatic play in drama, enrichment in chorus and art and through the state of the art technology lab.

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

## D. Professional Development and Support for School Staff

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

### Professional Development

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

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

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

- o Passport Voyager for Academic Intervention teachers
- o Arts in Education
- o Scoring and training experience for NY State Assessments grades 3-8
- o AVID trained and Certified (AVID Eastern Conference, Newport News, VA.)
- o Technology: PowerPoint, Inspiration, Creating Web Pages
- o NYSESLAT training
- o Inquiry training in ARIS and ACUITY
- o Study Group on Differentiated Instruction
- o Marv Marshall: Effective Discipline
- o Marie Carbo: Learning Styles
- o Nancie Atwell: Reading and Writing Workshop
- o Teachers’ College Workshops for ELLs
- o STRP Reading
- o Reading in the Content Area
- o Lee Canter: Assertive Discipline
- o Cooperative Learning
- o Gap Analysis
- o S.P.A.R.K. physical education in the classroom
- Cookshop/Cookshop for Parents offered through Food Bank of NYC
- \* SESIS Training

## E. Parental Involvement

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

### Parent Involvement

Currently, there is no bilingual program at P.S. 270 due to the enrollment and population. Ongoing correspondence between P.S. 270 and ELL parents on assessment and accountability occurs through: memorandums, agendas, PTA minutes, C.A.R.E. Team meetings and conversations, the school calendar, phone calls, parent conferences, P.T.A. meetings, Technology PD and workshops given on lunch periods every Wednesday by the technology teacher, emails, ARIS/ACUITY workshops given by the Data Specialist, Lunch and Learn offerings, Open School/Meet the Teacher Nights, Welcome Back/Student Orientation Assemblies, school-wide events, professional development, Parent Fairs, Guidance Counseling sessions for Middle School transition, clerical work days, and June Planning. At P.S. 270, there is equity and access for all ELLs and parents. Any workshop or event that is open to general education students is open to ELLs: all school programs, zero hour morning program, technology workshops, Cookshop, Cookshop for Parents, after school programs and events, Saturday Academies and community partnership programs through Pratt, Brooklyn Tech, and all the various grant funded activities. Parent needs are evaluated through surveys, Principal's "Open Door" policy, PTA discussions and meetings, School Leadership meetings, Open School Night discussions with the teachers, written correspondence, Parent/Community bulletin board and Doe offerings for parents.

## 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													2
Intermediate(I)														0
Advanced (A)														0
Total	2	0	0	0	0	0	0	0	0	0	0	0	0	2

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	1	1	1								
	A		1	3		1	1							
	P			1		2								
READING/ WRITING	B		1	1										
	I		2		1									
	A			1		4	1							

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				

**New York State Regents Exam**

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

**Native Language Tests**

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - 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.

Assessment Analysis (As of Spring 2012)  
NYSESLAT

The NYSESLAT data shows that 100% of ELLs in the upper grades 3-5 made incremental gains on the 2012 NYSESLAT assessment in that they went up a level, gained proficiency in two of the modalities, or remained at the Advanced level. There is only one student in

upper grades 3-5 who is not at the Advanced level. He is a fourth grader, new to the building last year who came in as a Beginner and increased a whole level to Intermediate. All students in the upper grades scored less than 50% on The ELA Benchmark for 2012-13. They performed slightly better on the ELA Rally but all performed at less than a 60%. On the Baseline Math assessment they score similarly at less than 50% however The Math Benchmark showed a performance of less than 40%. All ELLs at the Beginner level are newcomers. ELLs in the lower grades however dropped from the 2011 NYSESLAT a whole level to Beginner due to achieving a B in the READING and WRITING modalities. Most were Advanced in LISTENING and SPEAKING. Students across the board could improve by completing more of their homework tasks and improving attendance. There is a significant difference between the progress of children who work at home and have established strong study habits and homework habits. The Advanced students have weaknesses in writing and using proper essay formats and academic language to analyze and respond to literature or even charts and graphics. Students continued to improve on language proficiency in 2011-2012 at least in 2 modalities out of the four. The students who remained in the same level from 2010-2011 made gains in the modality of Listening and Speaking but not significant enough gains in their Reading and Writing to move them from the Intermediate to the Advanced or Proficient level.

Upon reviewing the NYSESLAT and ACUITY data in ELA, the patterns revealed were:

- Speaking is in line with general abilities for the majority of the Intermediate and Advanced students. It is the Reading and Writing skills that are holding our students back from the proficiency level. This is especially the case in the ELLs who are on the Advanced level and who have 0-3 years of service.
- All ELLs strengths lay in the speaking and listening modalities.
- Weaknesses occur across the board with Pre-Long Term ELLs in the upper grades in ELA when they are asked to read passages and distinguish between relevant and irrelevant details in a passage. This could be due to the lengths of the passages and time constraints put on them. Being an ELL requires them first to process the information literally and then again on a figurative, connotative level which requires more time as well as attention to the passage.
- Another area they have difficulty with is fact and opinion questions.
- Using context clues to determine word meaning is an area of weakness in ELA testing. Again they have to process first the literal; passage and then may skip over words they do not know to make meaning of the passage as a whole. Going back to look at words around a targeted word takes more time and concentration where they may be apt to guess at the meaning.
- Higher level questions about morals and themes seem to be stumping the higher grade ELLs. Again the critical thinking requires more understanding on the figurative level and ELLs are reading just at grade level and even one grade below so the critical analysis is not there yet. They are looking for the literal answers.
- After analyzing the Acuity 2010-2011 Predictive in ELA the Long Term ELLs demonstrated weaknesses in Standards 2: Reading: What students do for literary response and expression and Standard 3: Reading: What students do for critical analysis and evaluation.
- An area of weakness across the board in writing in the testing grades 3-5 is the ability to use appropriate vocabulary, expressions, language, routines and interaction styles for various audiences and situations.

After looking at the NYSESLAT scores by modalities in 2011 compared to 2012, it was prevalent that the reading and writing scores tend to fluctuate causing them to remain on the advanced level. In the earlier band of K-1 READING and WRITING actually caused them to drop in proficiency Levels. In some cases from Advanced down to Beginner requiring more time in ESL.

After analyzing the Math scores of ELLs and former ELLs, several facts were noticeable:

- Students perform slightly better in math standardized exams than in ELA
- The lowest performance by ELLs was in the Content Strand of Number Sense and Operations.
- I noticed students had difficulty with Performance Indicator 5.N.26 where they were required to estimate sums, differences, products and quotients of decimals.
- Another area of weakness was in Performance Indicator 4.N.8 in recognizing and generating equivalent fractions (halves, fourths, thirds, fifths, sixths and tenths)
- Performance Indicator 5.N.10 Comparing decimals using  $<$ ,  $>$ , or  $=$  proved difficult items for ELLs.
- Students who are former ELLs are outperforming the Non-ELL students across the grades.
- Beginning ELLs who are taking the ELA after one year are mostly scoring below 640 on the ELA.

#### Implications for Instruction

The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, ACUITY, Teacher Assessments, and informal observations). Adjustments and improvements to our program this year include:

- Continue to strongly target language development across the grades and content areas, creating opportunities for active, meaningful engagement and written opportunities for publishing and using academic language.
- Additional support in listening skills for Newcomers, including increased use of technological and Learning Style Surveys to see how each individual uniquely learns.
- \*Provide differentiated activities to accommodate unique learning styles.

- During the extended day sessions, identified SIFE students will be encouraged to use their native language to strengthen their literacy skills and transfer rules to their second language.
- Utilize ACUITY individualized practice tests in math and ELA.
- Reteach various targeted performance indicators and allow students to use manipulatives, words, writing, models and illustrations to demonstrate their understanding.
- Encourage students to explain their understanding after they've used one of the above to demonstrate it.
- Continue to use ACUITY and available assessment data as a springboard for differentiated instruction to inform and drive instruction.
- Provide more authentic writing experiences that target various audiences and explain and model various language and word choice
- Continue to provide various relevant vocabulary development activities for ELLs.
- Chunk passages and allow ample time for students to engage in critical thinking and analysis of morals and themes and discuss how moral and themes from stories are just everyday lessons that apply to all of our lives.
- Break down the literary language using scaffolds.
- Small group Academic Intervention classes in ESL to target language modalities according to their needs.
- Closely Align The Common Core Standards to instructional practices to improve student performance outcomes.
- Academic Intervention Services for students performing below grade level during the school day as well as extended hours.
- After School and Saturday classes offered to target specific modalities and to help students on all levels.
- Familiarize students with the format of the NYSESLAT by creating activities for practice in the format of the exam.
- \*All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress.

#### ELA ANALYSIS FOR ELLs-PREDICTIVE 2011 (to be compared to 2011-12)

##### STRAND/SKILL

Distinguish between fact/opinion	***
Author's Purpose	***
Context Clues	****
Distinguish between relevant/irrelevant information	****
Identify signal words that provide clues to organizational format	*
Use headings to locate information	**
Determine a character's or person's traits	*
Explain how the use of a simile supports an author's purpose	**
Analyze the use of hyperbole	***
Determine the moral or universal theme	****
Explain how the details in a passage support the main idea	**
Identify the characteristics of a poem	***
Compare or contrast two character's actions	**
Determine the main idea	**
Determine an author's or narrator's point of view	*
Identify a missing piece from a concept map that best summarizes a passage	**
Identify the root word(with a prefix)	**
Determine a character's or person's motivation based on their actions	****
Determine the nature of two characters' relationship	***
Determine the cause or effect of a situation	***
Use passage details to support conclusions drawn from the passage	**

#### Implications for LAP in English Language Arts Area

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They include the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154.
- Collaboration between content area and ESL teachers to create a learning community which is knowledgeable and experienced in researched based Instructional Strategies and Best Practices.
- Analyze ELLs data and utilize it, becoming well-informed about the performance of each ELL in order to make sound educational decisions of how to best serve them.
- Provide opportunities for students to be engaged in purposeful communication and conversations.
- Incorporate all language modalities during a lesson, e.g. group discussions, journals, question and answer opportunities, and guided reading.
- Ensure that teachers analyze student's data to identify strengths and weaknesses and utilize the findings to drive and differentiate instruction.
- Encourage teachers to participate in professional development opportunities focusing on instructional strategies for ELLs; such as, Quality

Teaching for English Learners and Community Support Learning Organization.

- Ensure that the Literacy Coach works closely with teachers (ELA & ESL) to support rigorous instruction in curricula.
- Ensure that the CR Part 154 requirements are followed.
- Implement a print rich environment, with use of ESL dictionaries, thesauruses, glossaries and signage in the ELA classrooms.
- Rotate opportunities for the ELA classroom teachers to take part in the scoring of the New York State exam so they have a strong understanding of the expectations of exam makers which will provide them with the ability to formulate mini lessons, guided practices, independent practices, activities, open-ended questions in the format of these exams.

All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress.

Implications for LAP in Mathematics Content Area:

In order to assist our students in both academic achievement and assessment, there are a variety of solutions we are striving toward this year. They embrace the following:

- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Provide opportunities for students to negotiate with mathematic academic language, e.g. reading and solving word problems, interactive word wall, manipulatives and encouraging metacognition and writing in the math content area.
- Incorporating writing as a component of the mathematics lesson, e.g. journals
- Provide opportunities to convey to others, problem solving strategies and justification of answers and solutions.
- Ensure that the identification and analysis of student strengths and weaknesses drive and differentiate instruction on an individual basis.
- Collaboration between content area and ESL teachers to map out specific student needs.
- Encourage all teachers to participate in professional development opportunities focusing on ELL instructional needs; such as, Quality Teaching for English Learners and Community Learning Support Organization.
- Ensure that coaches work closely with teachers to support rigorous instruction in curricula.
- Ensure that adequate, licensed personnel deliver instruction as stipulated by NCLB and CR Part 154.
- Rotate opportunities for the math classroom teachers to take part in the scoring of the New York State exam so they have a strong understanding of the expectations of exam makers which will provide them with the ability to formulate mini lessons, guided practices, independent practices, activities, open-ended questions in the format of these exams. Provide time for teachers to closely align Common Core Standards to classroom cirricula on an on-going basis to improve student performance outcomes on formative and summative assessments.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

**School Name:** The JoHann DeKalb School

**School DBN:** 13K270

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mitra Lutchman	Principal		1/1/13
Linda Green	Assistant Principal		1/1/13

**School Name: The JoHann DeKalb School****School DBN: 13K270****Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Tiwana Livingston	Parent Coordinator		1/1/13
Sheilah Quinn	ESL Teacher		1/1/13
Mrs. Chowdhury	Parent		1/1/13
Yolanda Clarke/Common Branch	Teacher/Subject Area		1/1/13
Gillian Williams/Common Branch	Teacher/Subject Area		1/1/13
Jacqueline Anderson	Coach		1/1/13
	Coach		1/1/13
Joyce Wingfield	Guidance Counselor		1/1/13
Margarita Nell	Network Leader		1/1/13
	Other		1/1/13
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

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

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

**Cluster:** 6      **Network:** 612

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

**Part A: Needs Assessment Findings**

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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.

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

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

- Communication between the school and community is satisfactory.

**Part B: Strategies and Activities**

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

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

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

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

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

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