



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME:

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 18K272

PRINCIPAL: DAKOTA KEYES

EMAIL: DKEYES@SCHOOLS.NYC.GOV

SUPERINTENDENT:

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

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

Name	Position and Constituent Group Represented	Signature
Dakota Keyes	*Principal or Designee	
	*UFT Chapter Leader or Designee	
Sonia Forde-White	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
	Member/	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- 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.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

- Evaluate and suitably revise the quality of curricular, instructional, and organizational decisions, to increase the coherence of practices across the school.

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

_____ 2.2 School leader's vision

 x 2.4 School leader's use of resources

_____ 2.3 Systems and structures for school development

 x 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- By June 2013, 90% of students with disabilities in grades K-5 will demonstrate improved literacy and math competency as measured by ECLAS, Fountas and Pinnell Running Records, and the NYS ELA and Math Assessments.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
- b) key personnel and other resources used to implement these strategies/activities,
- c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
- d) timeline for implementation.

a)

- Network Special Education Specialist will work with self-contained and CTT classroom teachers and paraprofessionals demonstrating best practices for working with SWD
- Principal and Assistant principals will monitor and analyze Students with Disabilities' periodic assessment results on Acuity, quarterly benchmarks, DRA's, and NYS ELA exam
- SETTS teacher will monitor targeted students' scores in Acuity, provide an evaluation of the results to the Inquiry Team and address student's individual needs by providing remedial and differentiated instruction.
- Teachers of students with disabilities will provide Targeted Instruction to address students' needs based on the items skills analysis data from the NYS exams, Acuity baseline and benchmark assessments.
- Classroom teachers will complete and regularly revise data sheets identifying students' needs. This data will be shared with the Core Inquiry Team, Grade-wide Inquiry Teams and the Instructional Support Team to conduct real time instructional revisions to practice to best meet needs of students with disabilities
- Individual teacher meetings with principal to discuss Students with disabilities academic performance
- Literacy and Math Coaches will work with new and experienced Special Education teachers modeling strategies, creating literacy/math centers, and assist in maintaining instructional resources

- Teachers will establish benchmarks for students aligned with the Common Core standards and the specifications of student IEP's
- SWD will receive targeted AIS extended day services
- Teachers will facilitate academic intervention, differentiated for SWD and embedded in the afterschool program
- Saturday Academy will be facilitated to address the challenges of students identified within this sub-group. This program is structured to improve upon individual students skills
- The Inquiry Team will analyze and implement focused, scaffolded strategies based on student needs
- F-Status teachers will provide small group and individualized instruction for students within this sub-group

b)

- Literacy and math coaches
- Network personnel
- AIS personnel
- SETTS teacher
- Classroom teachers
- Inquiry Team

c)

- Acuity – December, February, May
- Running Records- bi monthly
- Fountas and Pinnell – October, January, March, and June
- NYS Assessments – April

d)

- Sept. 2012 – June 2013

Budget and resource alignment

- Indicate your school's Title I status: X 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 IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our network budget specialist. Next we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (principal and assistant principals) based on student programming needs using tax

levy funds.

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

Increase teacher capacity to create and/or utilize rigorous, differentiated instructional strategies and learning designs that offer equal opportunities for all learners to engage in purposeful, deep levels of thinking and participation.

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

Annual Goal #2

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.
- **By June 2013, all teachers will engage in the creation and/or adaptation of two CCLS aligned Units of Study, with access for all learners.** This will result in more rigorous curriculum and coherence across all grades.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - e) strategies/activities that encompass the needs of identified student subgroups,
 - f) key personnel and other resources used to implement these strategies/activities,
 - g) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - h) timeline for implementation.
- e) Teachers will meet in weekly common planning sessions to plan curriculum using higher order questioning and depth of knowledge.
- f) Network provides support with professional development on Danielson's Competency 3B. Coaches meet and plan with teachers.
- g) Target monthly genre writing samples and ratings based on rubrics aligned with the CCLS Utilizing periodic assessment data and portfolio artifacts in grades 3-5 to monitor on going student achievement.

Budget and resource alignment

- Indicate your school's Title I status: X 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 IA Title IIA Title III Set Aside Grants Other-describe here: _____**Service and program coordination**

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our network budget specialist. Next we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (principal and assistant principals) based on student programming needs using tax levy funds.

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our network budget specialist. Next we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (principal and assistant principals) based on student programming needs using tax levy funds.

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

The Borough Safety Officer recommended that we improve the school community in order to make it more conducive to learning and to foster the growth of social and emotional developmental health needs; as well as to decrease the number of suspensions and referrals.

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

x

5.2 Systems and partnerships

5.4 Safety

x

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013 we will successfully implement and monitor the program “Capturing Kids Hearts”/Leadership Blueprint. This program encompasses a collaborative set of rules compiled by teachers and children, where the children are asked to take responsibility for their actions and adults are asked to build relationships with the community.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.
- a) Teachers, parents and entire school community attended three day professional development give by the Flippen Group, creators of this program. A select group continues to receive ongoing training in order to refine processes.
- b) Administrators, teachers, parents, Guidance counselors, Parent Coordinator and support service providers are involved.
- c) Monthly data is analyzed to determine if there is genuine improvement in the social well being of the students.

Budget and resource alignment

- Indicate your school’s Title I status: X 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 IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our network budget specialist. Next we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (principal and assistant principals) based on student programming needs using tax levy funds.

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

From the 2010-11 QR: To improve communications with parents, sharing student goals and further involving them in the academic life of their children.

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment 6.4 Partnerships and responsibility
 6.3 Reciprocal communication 6.5. Use of data and families

Annual Goal #5

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013 we will increase the number of parent workshops to seven in an effort to increase parent's understanding of the academic expectations for their children.

Strategies to increase parental involvement and engagement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.
- Describe the research-based strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

a) We will be providing workshops on the CCLS and how parents can help their children succeed on the new State exams.
b) We will be sending home three additional progress reports explaining the student progress and needs. Progress reports contain lists of materials and readings that parents can use to move students.
c) We utilize a School messenger service that informs parents of upcoming activities, assessments and any school related functions such as family night ,PTA meetings, School Leadership meetings.

Budget and resource alignment

- Indicate your school's Title I status: X 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 IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our network budget specialist. Next we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (principal and assistant principals) based on student programming needs using tax levy funds.

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	Saturday Academy	10-15 children per group	Saturday
	Title III after school program	20-25 per two teachers	After school
	Extended Day A.M.	10 to one, five to one for SWD	Before school
	Academic after school	10- 15 students per group	After school
Mathematics	Saturday Academy	10-15 children per group	Saturday
	Title III after school program	20-25 per two teachers	After school
	Extended Day A.M.	10 to one, five to one for SWD	Before school
	Academic after school	10- 15 students per group	After school
Science			
Social Studies			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance	One to one, five to seven in group.	During the school day
	Character Education	20 - 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.

All teachers in our building are highly qualified.

We provide Professional development

Mentoring

Intervisitation

Teachers are an integral part of the decision making

Common team planning

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND 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.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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.

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

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

Part I: School ELL Profile

A. School Information [?](#)

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

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

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

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	645	Total Number of ELLs	29	ELLs as share of total student population (%)	4.50%
------------------------------------	------------	----------------------	-----------	---	--------------

Part II: ELL Identification Process

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

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

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

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

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

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

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

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

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

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

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

Telephone conversation:

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

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

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	29	Newcomers (ELLs receiving service 0-3 years)	20	Special Education	1
SIFE	0	ELLs receiving service 4-6 years	9	Long-Term (completed 6 years)	0

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

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

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

1a,b

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

2, 2a

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

3.

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

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

A. Programming and Scheduling Information

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

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

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

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

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

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

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

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

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

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

A. Programming and Scheduling Information

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

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

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

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

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

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

7. The ELL-SWD student is mainstreamed during Academic Intervention Services as well as certain preparation periods (ie: gym, performing arts) and lunch periods.

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

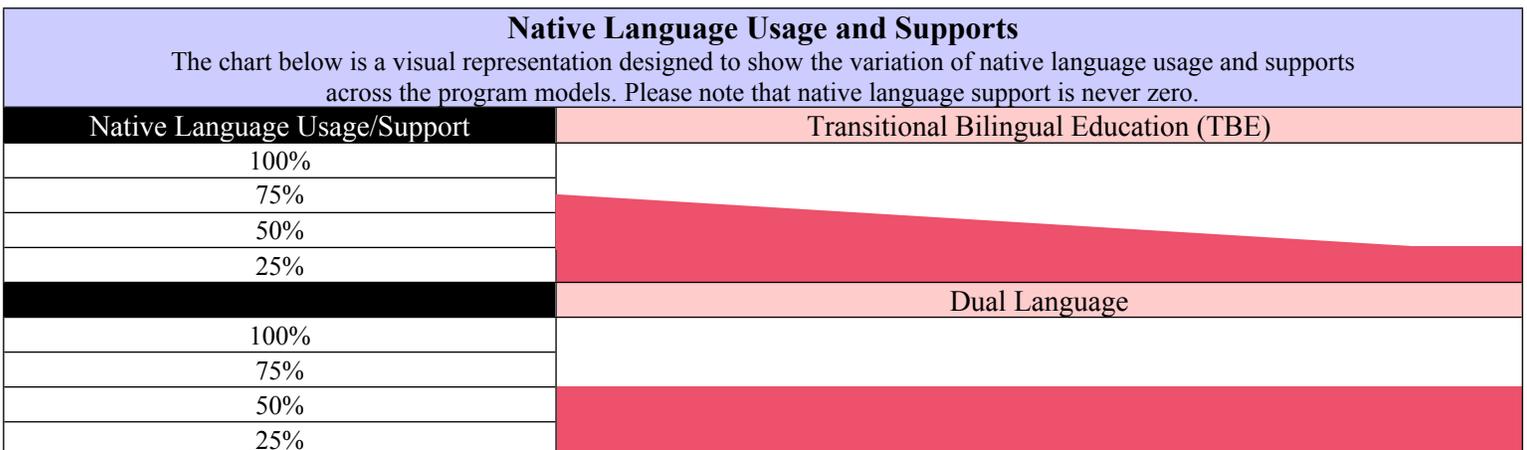
Class/Content Area

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
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



	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?

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

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

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

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

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

11. n/a

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

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

materials for ELL students are aligned to ESL and ELA learning standards. ELL students use the Harcourt Series, Moving into English, the Rigby series, On Our Way to English, the Oxford Picture Dictionaries, Steck-Vaughn's Phonics series, as well as a plethora of literature including fiction, non-fiction and poetry.

14. P.S. 272 maintains a free-standing ESL program and does not provide direct native language instruction. However, ELL students receive native language support through the Oxford Picture Dictionary series and the availability of native language books and literature.

15. When ELLs enter P.S. 272, they are placed in classrooms according to their age and grade levels. All required service and resources support the appropriate designations.

16. At the beginning of the school year, ELLs and their parents are invited to take a tour of the school, given by an on-site supervisor, to familiarize the ELL student of the location of the rest-rooms, cafeteria, auditorium, gymnasium, and the main office. The ELL students also can visit classroom locations to become familiar with the numerical designations of each room.

17. There are no language electives currently offered to ELL'S.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

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

Calendar of Professional Development dates are as follows:

September 2011- Celebrating Cultural Commonalities

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

January 2012- Cooperative Learning Strategies for ELL Students

March 2012- Test Taking Strategies

May 2012 NYSESLAT- "From Standards to Assessment."

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

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

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

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

E. Parental Involvement

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

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

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	7	1	1	0	9
4	1	1	0	0	2
5	2	5	0	0	7
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	8	0	1	0	1	0	0	0	10
4	0	0	2	2	0	0	0	0	4
5	0	1	7	0	0	0	0	0	8
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

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

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

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

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

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

1. The assessment tools our school uses to assess the early literacy skills are the ECLAS-2, Fountas and Pinnell and Reading Records. The ECLAS-2 offers valuable data on early literacy skills such as phonemic awareness, including a focus on syllables, initial and final consonants, blending and rhyming. The phonics subtest includes alphabet recognition, writing, spelling and decoding. The reading and oral expression sections include vocabulary, sight words, concepts of print, reading comprehension and oral expression. The ECLAS-2 reveals data on expected student achievement levels or levels that are below or above the expectation.

Fountas and Pinnell is used in grades K-5 in order to determine what reading level a child is on. These levels include the independent level, the instructional level and the frustration level. These results can drive small group instruction, primarily in the formation of guided reading groups and can be an indicator of academic intervention when needed.

Running Records also measure fluency. A child is given a passage to read and is timed for one minute. During that time, the teacher takes notes on oral mistakes, omissions and self corrections in order to gauge areas of strength and areas that need improvement.

In order to monitor the progress of ELL students throughout the course of the school year, the ESL teacher uses portfolios, rubrics, teacher observations, anecdotal reports, checklists and teacher-made tests. The ESL teacher collaborates with the ELL child's classroom teacher regarding ELL student progress.

2. Data patterns across proficiency levels on the LAB-R and the NYSESLAT indicate that, in most instances, literacy skill development in both reading and writing lags behind speaking and listening development. The NYSESLAT patterns across modalities confirm this trend with proficiencies developed in the following order: Speaking, Listening, Reading and Writing.

3. These findings affect instructional decisions by providing additional focus on activities that highlight practice in literacy skills. These activities will include reading and writing workshops, guided and shared reading, reading comprehension and fundamentals of writing.

4. All ELL students, regardless of proficiency levels, are required to take all content area citywide and state exams. Students for whom native language translations are available can take content area exams in their native language. Students who have been ELLs longer than one year must take the ELA in addition to the NYSESLAT exam. ELL students receive time and a half on content area exams and the ELA.

a. ELLs who are brand new to this country and are literate in their native language seem to have an advantage by using native language tests. However, in our experience, native language literacy proficiency in the elementary school often falls short of the reading and writing skills we hope the children might have previously acquired. While math results appear to be more universally successful, content area subjects such as social studies and science are more difficult to negotiate due to subject matter and schema.

a1. Patterns across all grades and proficiencies are consistent. ELL students achieve better results in speaking and listening first. Proficiency levels in reading and writing improve more slowly. Staff involved in the growth process are the ESL teacher, literacy coaches and classroom teachers.

a2. ELLs who take content area exams in English and their native language side by side have a distinct advantage over those ELLs who

do not have native language tests available, although these ELLs are provided with glossaries.

4b, 4c1., 4c2. The results of the ELL Periodic Assessments are used to drive instruction in strength and weakness areas. School leadership and teachers are using the results of the ELL Periodic Pssessments as part of inquiry teams in order to gauge the weaknesses and strengths as we move forward to the NYSESLAT exam. Modality results are studied and instructional practices are discussed and implemented in order to achieve greater proficiency strength. We also use the periodic assessment to design the test prep activities that would be most beneficial to the improvement of NYSESLAT scores. Staff members involved in the process are our two literacy coaches, Ms. Ransome and Ms. Falzarano, the ESL teacher, Mrs. Mund and the Library teacher, Mrs. Rausman. Additionally all classroom teachers of ELLs are invested in the improvement of ELL literacy skills.

As we are a free-standing ESL program, native language is not used instructionally with the exception of picture dictionaries and native language literature to enhance literacy skills.

5. N/A

6. Evaluating the success of our programs is more than just an assessment of skills. It is an evaluation of the ELL child in the aggregate. We look for success not just in the academic arena but in the social skills the child acquires and his or her interaction with teachers, peers and family members. P.S. 272 has trained more than 98% of its staff in the, "Capturing Kids Hearts" initiative. This program builds respect between students and students and teachers. Once you have captured a child's heart and mind, you have his attention. That leads to overall success in school along with building good citizenship.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: The Curtis Estabrook School

School DBN: 272

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dakota Keyes	Principal		10/25/11
Karla Gittens	Assistant Principal		10/25/11
Hazel Pinckney	Parent Coordinator		10/25/11
Judy Mund	ESL Teacher		10/25/11

School Name: The Curtis Estabrook School

School DBN: 272

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Angela Kissoon	Parent		10/25/11
Matthew Gleason 2 nd grade	Teacher/Subject Area		10/25/11
Roline Whyte 4 th grade	Teacher/Subject Area		10/25/11
Denise Falzarano	Coach		10/25/11
Jehoshaba Ransome	Coach		10/25/11
Veronica Grieco	Guidance Counselor		10/25/11
	Network Leader		1/1/11
Janet Paget	Other <u>Testing Coordinator</u>		10/25/11
John Masterson	Other <u>School Psychologist</u>		10/25/11
Pia Nelson	Other <u>Classroom Teacher</u>		10/25/11
Amy Bernstein	Other <u>Speech Pathologist</u>		10/25/11

Requirement under Chancellor's Regulations – for all schools

DBN: 18K272 School Name: Curtis Estabrook

Cluster: 2 Network: CFN

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

Part A: Needs Assessment Findings

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

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: The Curtis Estabrook School	DBN: 18K272
Cluster Leader: Ms. Deborah Maldonado	Network Leader: Ms. Nancy Ramos
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 21 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The P.S. 272 ELL Academy is designed to improve and develop literacy, math, and science skills for ELL students. Students will engage in language and literacy as well as content area activities using Smart Board technology. This technology supports a multi-sensory approach to learning. ELL children can touch, see, and use interactive strategies to enhance learning. Based upon the 2011 - 2012 NYSESLAT scores, most ELL students scored advanced or proficient in the speaking and listening modalities, but didn't achieve the same score on the reading and writing modalities. The ELL Academy will assist the children to become better speakers, listeners, readers, and writers in their general education / special education class. English will be the targeted language of instruction.

The Title III After School ELL Academy will target ELL students in grades 1, 2, 3, 4, and 5. It will provide students with English Language and Literacy instruction each Tuesday from 3:00 p.m. to 5:00 p.m. Math/Science instruction will take place each Wednesday from 3:00 p.m. to 5:00 p.m. The P.S. 272 Title III After School Program will begin Tuesday, November 13, 2012 and will continue for a total of 15 weeks. A program supervisor will oversee the ELL program for one and a half hours per week for 15 weeks.

Literacy instruction will include the use of phonemic awareness, shared reading and writing activities and the balanced literacy and writer's workshop models. ESL strategies will include the Language Experience Approach, Think/Pair/Share, Jigsaw and Accountable Talk. Instructional scaffolding techniques such as bridging, reflecting, questioning and modeling will be employed to support content area instruction. Reading and writing skills will also be reinforced through the use of the four square model. Additionally, recently arrived non-English speaking students will receive small group instruction in order to build listening, speaking, reading and writing skills. A licensed ESL teacher, supported by content area teachers in math and science will participate in a team-teaching environment to provide direct instruction to ELL students.

A teacher will deliver instruction on Tuesday and a different teacher will deliver instruction on Wednesday. There aren't any other afterschool programs ran here, therefore, we will need a supervisor on the premises.

The following materials will be used to the support the program:

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

Part C: Professional Development

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

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

Begin description here:

Professional development for Title III teachers will be conducted by the school's ESL teacher and Literacy and Math coaches, staff developers and/or licensed classroom teachers. There will be a total of four workshops, one in Math, one in Science, one in ESL and one in ELA. Each workshop will be for a period of two hours. ESL professional development will demonstrate ESL techniques methodologies and assessments. Literacy and Math professional development will assist classroom teachers by providing meaningful strategies that can be implemented in the classroom. Instruction will be enhanced through the use of big books, visuals and math manipulatives. Teachers will be working together with their staff developers to create original materials for the program. Professional Development workshops will be conducted as follows:

January 2013 - Math

February 2013 - Science

March 2013 - ESL

April 2013- ELA

Part D: Parental Engagement Activities

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

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

Begin description here:

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

Part D: Parental Engagement Activities

- 1. Math (including successfully negotiating word problems)
- 2. Science (demonstrations, including hands-on experiments)
- 3. ESL (including NYSESLAT test prep)
- 4. ELA (including motivating children to read and write)

Workshops scheduled by our parent coordinator, Ms. Pinckney, will include:

- 1. Learning Leaders Workshop - November 7, 14 and 21
- 2. Effective Partnerships with Your Child's School - 11/27
- 3. Writing From The Start - January 2013
- 4. Develop and Support Your Reader - February 2013
- 5. Multiplication and Division - March 2013

During the Spring months, workshops will include:

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

Power of One: Single Parenting

Bully or Bystander?

Literacy Skills with Ms. J. Ransome

Math Strategies with Dr. Jean Baptiste

The lengths of these workshops will vary but parents will receive invitation letters in English and in their native languages when possible. Refreshments for parents only will be subsidized with Title III Funds. Interpretation and Translation services will be provided by parents volunteers and/ or available staff when possible, at no cost.

Part E: Budget

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

Allocation Amount: \$

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