



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: PUBLIC SCHOOL 273—THE WORTMAN SCHOOL

DBN:19K273

PRINCIPAL: MELESSA AVERY

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SUPERINTENDENT: JOYCE STALLINGS-HARTE

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
Melessa Avery	*Principal or Designee	
Gordon Prostick	*UFT Chapter Leader or Designee	
Derrick Muldrow	*PA/PTA President or Designated Co-President	
Elvera Hall	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
John Ellis	CBO Representative, if applicable	
Alisa Glickman	SLT Chairperson/Teacher	
Paulene Davis	Member/Parent	
Kimberly Arthur	Member/Parent	
Lynette Vanderhorst	Member/Parent	
Teresa Davis	Member/Teacher	
Abbe Berger	Member/Teacher	
Marlene Davis	Member/Parent	

** 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

- 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.

Progress Report: (Cover Page) Student Progress measures how much each individual student has improved on summative state exams in ELA and Math. We attained 15.1 out of 60 points which gives an “F” rating in progress. Student Performance measures student results on the ELA and Math exam. We attained a 9.6 out of 25 points which rates a “C”. **(Page 9)** Score of 7.2—“In my school curriculum, instruction, related services and assessments are aligned; Score of 7.0—The principal at my school has confidence in the expertise of the teachers. **(Page 11)** 17% of the staff disagree—Overall, my professional development experiences this school year have provided me with content support in my subject area.

Quality Review (Page 5): Build capacity for faculty to collaborate with school leaders and develop and practice leadership; Strengthen the inquiry approach to teacher collaboration and encourage their participation in decision making.

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

_____ 2.4 School leader’s use of resources

X 2.3 Systems and structures for school development

X 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- 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.

Teacher effectiveness will improve with meaningful formative feedback and next steps from short, frequent cycles of informal and formal observations. Teachers will use data to drive instruction and incorporate data talk in their professional conversations during professional learning communities. By June 2013, all teachers will demonstrate an increase in using data to drive instruction and improve planning by improving one performance level using the Danielson Framework.

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.

❖ Administrative team will meet weekly with Teacher Teams for all grades to coordinate the CCLS work to assist the team in designing coherent lesson plans, assessing student work and developing a collaborative environment for efficient implementation. Administration will meet with teams weekly to facilitate data talk. Inquiry logs will be reviewed monthly to monitor growth and assist in implementation of data findings.

❖ Administrative Team will assist in helping teachers to develop a shared understanding of the CCLS and the expectations of college and career readiness by immersing in rigorous and ongoing professional development to further implement Marzano Classroom Effectiveness Strategies and use the Danielson Framework to assess and monitor teacher effectiveness.

- ❖ Teachers will participate in weekly Inquiry Teams following the inquiry cycle for analysis of student work. Teachers will analyze gathered data and use findings to drive instruction. Teachers will use protocols to look at student work to assess achievement gaps and student performance.
- ❖ Teachers will improve the design of lesson plans to engage students in cognitively demanding tasks that requires the students to use higher order thinking skills.
- ❖ Principal and assistant principals will visit each classroom at least 4 times over the course of the year. The team will develop shared norms and protocols for professional learning conversations to engage in appropriate feedback.
- ❖ Teacher effectiveness will be monitored and assessed weekly using the Danielson Framework. The focus for the year will include designing coherent instruction (1e), improving questioning and discussion techniques (3b) and using assessment in instruction (3d). Feedback will include next steps and professional development designed to meet the needs of struggling teachers.

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:
 X Focus 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).
- ❖ Professional development will be coordinated with our professional development partners.
 - PD 360—(Focus Funds) professional development tool that helps all teachers interact collaboratively through the use of online communities through videos. PD 360 provides the largest online library of differentiated training videos for educators.
 - A.U.S.S.I.E.—(Title I and FSF) provides professional development that improves instructional practices. Through customized collaborations, AUSSIE will help to raise achievement and prepare teachers to improve implementation.
- ❖ Network Workshops (CFN 408)—Instructional support from the network team with a focus on teacher teams and implementing Citywide Instructional Expectations.

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

- 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.

Quality Review (Page 5): Strengthen the inquiry approach to teacher collaboration and encourage their participation in decision making; build capacity for faculty to collaborate with school leaders and develop and practice leadership.

Progress Report (Page 10): 17% of the staff disagree or strongly disagree that “the principal at my school encourages open communication on important school issues.” 8% says they do not receive regular and helpful feedback about their teaching. **(Page 11):** 14% of the staff disagrees that staff are invited to play a meaningful role in setting goals and making important decisions.

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.

Teachers will design and broaden work around the Common Core Learning Standards (CCLS) by engaging closely with and examining school wide implementation of the Citywide Instructional Expectation (CIE). By June 2013, all students will have engaged in more challenging curriculum in literacy, mathematics, science and social studies to accelerate the students learning, deepen their conceptual knowledge and strengthen their ability to use textual evidence in writing and discussion as measured by an increase in the number of students that

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.
- ❖ To meet the CIE goals, all students will participate in two content based literacy and two math units on all grade levels aligned to the CCLS. Units will be designed and rolled out periodically by each grade team with facilitation by administration. Literacy curriculum will include the opportunity for students to engage in grade appropriate text complexity using informational text. Math will be reorganized to have fewer topics and allow for more time to focus on specific grade appropriate units.
- ❖ Teachers will develop a shared understanding of the CCLS and the expectations of college and career readiness. Teachers will meet weekly with their Teacher Teams to design units for all subjects by including concepts of rigor and higher order thinking.
- ❖ Professional Learning Conversation will be focused on units of studies within each Teacher Team improving teacher collaboration to improve student progress and performance.
- ❖ Teachers will participate in weekly professional development that will include the following topics:
 - Use of Marzano Classroom Effectiveness Strategies to strengthen instructional implementation.
 - Understanding the use of the Danielson Framework to improve teacher effectiveness.

- Guided reading implementation
- Designing Math units
- ❖ Teachers will use student work and student assessments to gauge lesson effectiveness to establish follow up instructional goals and learning plans that are appropriately challenging for students.
- ❖ Teachers will participate in weekly team planning meetings that focus on the implementation of the CCLS in the curriculum. Teachers will use curriculum maps with UDL components, Depth of Knowledge and culminating tasks and evidence of appropriate text complexity. Teachers will design formative assessments for all units.

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

X Other-describe here:
Focus 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).
 - AUSSIE—provides professional development that improves instructional practices. Through customized collaborations, AUSSIE will help to raise achievement and prepare teachers to improve implementation.
 - Teacher Inquiry Team—Grade level teams look at student work and analyze data accumulated from the findings to develop coherent lessons and improve the instructional core.
 - Planning Teams—Grade level teams collaborate to design coherent lessons aligned to CCLS standards and develop formative assessments and rubrics to monitor student performance and progress.
 - Benchmark Education—(Focus Funds): Professional development focused on designing lesson plans for informational texts, Guided Reading and Genre Studies.
 - Common Core Planning: Seven teachers will meet twice weekly for 2 hours each day for eight weeks to create Common Core Plans for all grades.

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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.

Quality Review (Page 5): Deepen the rigor in differentiating instruction so that tasks accommodate different learning styles and questioning extends high order thinking skills.

Progress Report: (Cover Page) Student Progress measures how much each individual student has improved on summative state exams in ELA and Math. We attained 15.1 out of 60 points which gives an “F” rating in progress. Student Performance measures student results on the ELA and Math exam. We attained a 9.6 out of 25 points which rates a “C”.

Tenet #4 TEACHER 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.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

Annual Goal #3

- 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, teachers will improve their instructional practices and implement strategies that will promote student progress and improve student performance as measured by an increase in student progress by 5% in the median adjusted growth for math and ELA.

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
- ❖ Teacher Teams will be designed on all grade levels to work and collaborate to design coherent curriculum in all subject areas. Administrative Team will facilitate the meetings weekly to monitor proper use of protocols and analysis of outcomes. Core instruction will improve as measured by an increase in student performance on ACUITY and MClass benchmark points.
- ❖ Teachers will implement Marzano Classroom Strategies to improve instructional practices. Teachers will attend weekly professional development to support teacher implementation. Teacher practice will improve as measured by 75% of the teachers improving one performance level using the Danielson Framework.
- ❖ Teacher Inquiry Teams will meet weekly to build teacher collaboration and support teachers in assessing achievement gaps and using the findings to improve curriculum design. Administrative team will monitor the progress of grade level teams. There will be an improvement in student progress and performance as measured by an increase in the number of students meeting or exceeding state standard.
- ❖ Teacher Teams will design plans using the Curriculum Mapper to incorporate CCLS standards.
- ❖ Incorporate a weekly technology based math program for grades 4 and 5 that will improve student performance and progress.
- ❖ After school will be implemented to further support student achievement in ELA and Math.

- ❖ Administrative Team will create a universal design for accountability for Response to Intervention (RTI) to monitor frequency, duration and strategies used for to improve student progress. Teacher will incorporate the protocol into their daily lesson plans and use during guided reading. By June 2013, there will be a 10% decrease in the number of students in Tier 2.

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 X Focus Funds____

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).
 - PD 360—professional development tool that helps all teachers interact collaboratively through the use of online communities through videos. PD 360 provides the largest online library of differentiated training videos for educators.
 - A.U.S.S.I.E.—provides professional development that improves instructional practices. Through customized collaborations, AUSSIE will help to raise achievement and prepare teachers to improve implementation.
 - Common Planning—Grade level teams have common planning periods to collaborate and design coherent lessons daily.
 - Curriculum Mapper (Title I)—Used to assist teachers in lesson planning and designing coherent lessons aligned with the CCLS.
 - ST Math/Mind Research (Focus)—Technology based math program used for Grades 4 and 5 to improve math progress and performance. 1 Pads (Focus Funds) will be used to deliver instruction for the program.
 - After school Program—Ten teachers will provide students with additional support twice weekly for two hours per day for approximately 12 weeks in ELA and Math.

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).
 - Bullying Workshop
 - Ramapo
 - Life Space Crisis Intervention (LSCI)

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.

Learning Environment Survey: (Page 6) 17% of parents disagree –“My child’s school offers a wide enough variety of courses and activities to keep my child interested in school. **(Page 12)** 17% of the staff believes that students are disrespectful to teachers and staff; 6% of the teachers disagree that “Most parents treat teachers and staff at my school with respect.

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, parental involvement will increase by 2% as measured by the number of parents that attend various workshops for the school year.

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.
- ❖ Administrative team will monitor the progress of parents. Training for parents and community members will include:
 - Support for parents’ understanding of and participation in instructional initiatives.
 - Workshops will be designed to introduce the Common Core Learning Standards.
 - Parent literacy and math development
 - Workshops will be designed to support parents in understanding the shifts in ELA and math.
 - Reading Plus Software: The program will improve parental assistance with reading fluency and comprehension.
 - Learning Leaders Parent Volunteer Program
 - Support for increased parent participation on the School Leadership Team and subcommittees.
 - Family support resources in the community in the areas of career development, health, social services, etc.
 - Workshops will be designed to train parents in dealing with bullying
 - Parent workshops focusing on parenting skills.
 - The school will continue to implement the position of a full-time Parent Coordinator whose sole responsibility will be to promote parent engagement and address parents’ questions and concerns.

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 X Focus Funds _____
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).
 - Parenting Classes: Workshops will be designed to address the needs of the community. Parents will receive help in positive discipline, homework support and having effective dialogue with their child's teacher.
 - ELA and Math Workshops: Workshops will focus on helping the parents understand the new Common Core Learning Standards.
 - Bullying Prevention Workshop: School counselor will facilitate workshops to support parents in understanding the effects of bullying.
 - Reading Plus Software (Focus Funds): To improve parental involvement and allow parents to have an active role in building literacy skills for their children. Program includes various reading materials to help parents partner with their child to improve reading strategies and skills.

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	❖ Guided Reading ❖ RTI	Small Group	During the school day
	❖ Afterschool Program	Tutoring	Afterschool
Mathematics	❖ Guided Math ❖ RTI	Small Group	During the school day
	❖ Afterschool Program	Tutoring	Afterschool
Science	❖ Guided Reading ❖ RTI	Small Group	During the school day
	❖ Afterschool Program	Tutoring	Afterschool
	❖ Students in grade 4 receive additional instruction from science cluster to prepare for New York State Science exam.	Small group	During the school day
Social Studies	❖ Guided Reading ❖ RTI	Small Group	During the school day
	❖ Afterschool Program	Tutoring	Afterschool

<p>At-risk services : Guidance Counselor</p>	<ul style="list-style-type: none"> ❖ Art Therapy ❖ Group Counseling 	<p>Small Group</p>	<p>During the school day</p>
<p>School Psychologist</p>	<ul style="list-style-type: none"> ❖ Talk Therapy: Support academic and social issues for at-risk students. 	<p>Small group and individual counseling interventions</p>	<p>During the school day</p>
<p>Social Worker</p>	<ul style="list-style-type: none"> ❖ Crisis Intervention: to students who are academically and/or socially challenged. Duration of the services varies based on the needs of the students. ❖ Play Therapy 	<p>Individual counseling</p>	<p>During the school day</p>
<p>Health-related Services</p>	<ul style="list-style-type: none"> ❖ Asthma Classes ❖ Flu Prevention Plan: On-going program used to disseminate information for safe practices to improve prevention of the flu virus. 	<p>Small group or individual</p>	<p>During the school day</p>
<p>Health-related Services</p>	<ul style="list-style-type: none"> ❖ Asthma Classes ❖ Flu Prevention Plan: On-going program used to disseminate information for safe practices to improve prevention of the flu virus. 	<p>Small group or individual</p>	<p>During the school day</p>

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.

Instruction by highly qualified staff:

- Wherever possible, all recruited teachers will be appropriately certified. Where they are not we are monitoring their progress through Principal counseling, administrator support and mentoring.

High-quality and ongoing professional development for teachers, principals, and paraprofessionals to enable all children to meet the State's student academic benchmarks:

- Through common preps the school's Instructional Leadership Team will target the assessed pedagogical needs of the staff with differentiated, high quality professional development. All professional development will be evaluated to determine its effectiveness in promoting high-quality instruction leading to improved student results.
- To ensure that current staff becomes highly qualified, high quality professional development which will include weekly workshops, monthly literature circles, demonstration lessons, and cohort grouping for grade/skill specific support. Teachers will participate in inquiry teams and develop lesson plans based on the findings.

Strategies to attract high-quality highly qualified teachers:

- Principals in collaboration with Network Leaders and Liaisons will follow the policies set forth by the Department of Education to ensure that the selection of highly qualified teachers follows the guidelines set by the New York State Education Department. Principals in collaboration with Network Leaders and Liaisons work with the Division of Human Resources to identify qualified teachers through major recruitment campaigns and through relationships with Colleges and Universities.

PARENT INVOLVEMENT POLICY (PIP)

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes

providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I,

agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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. Groll/408	District 19	Borough Brooklyn	School Number 273
School Name Wortman School			

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

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

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	2	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	402	Total Number of ELLs	10	ELLs as share of total student population (%)	2.49%
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Part II: ELL Identification Process

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish

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

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

B. ELL Years of Service and Programs

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

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

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

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

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
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	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP
Spanish		7																	0	7
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other		12																	0	12
TOTAL	0	19	0	19																

**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): 19 Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

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

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

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

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

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

A. Programming and Scheduling Information

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

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

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

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

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

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

A. Programming and Scheduling Information

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

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

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

In the event that we will have SIFE students we plan to provide support by offering an environment that meets the social, cultural and linguistic needs of these students. Trained staff will use instructional methods designed to meet their individual needs. Sheltered instruction that modifies English language instruction can help make the subject matter more comprehensible to students with limited vocabulary. Learning will be differentiated through sheltered instruction that includes visuals, collaborative learning activities, audio aides, and demonstrations. Standards can be adapted so that explicit teaching of the most critical content area vocabulary and information is presented in a way that can be most effective and age-appropriate.

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

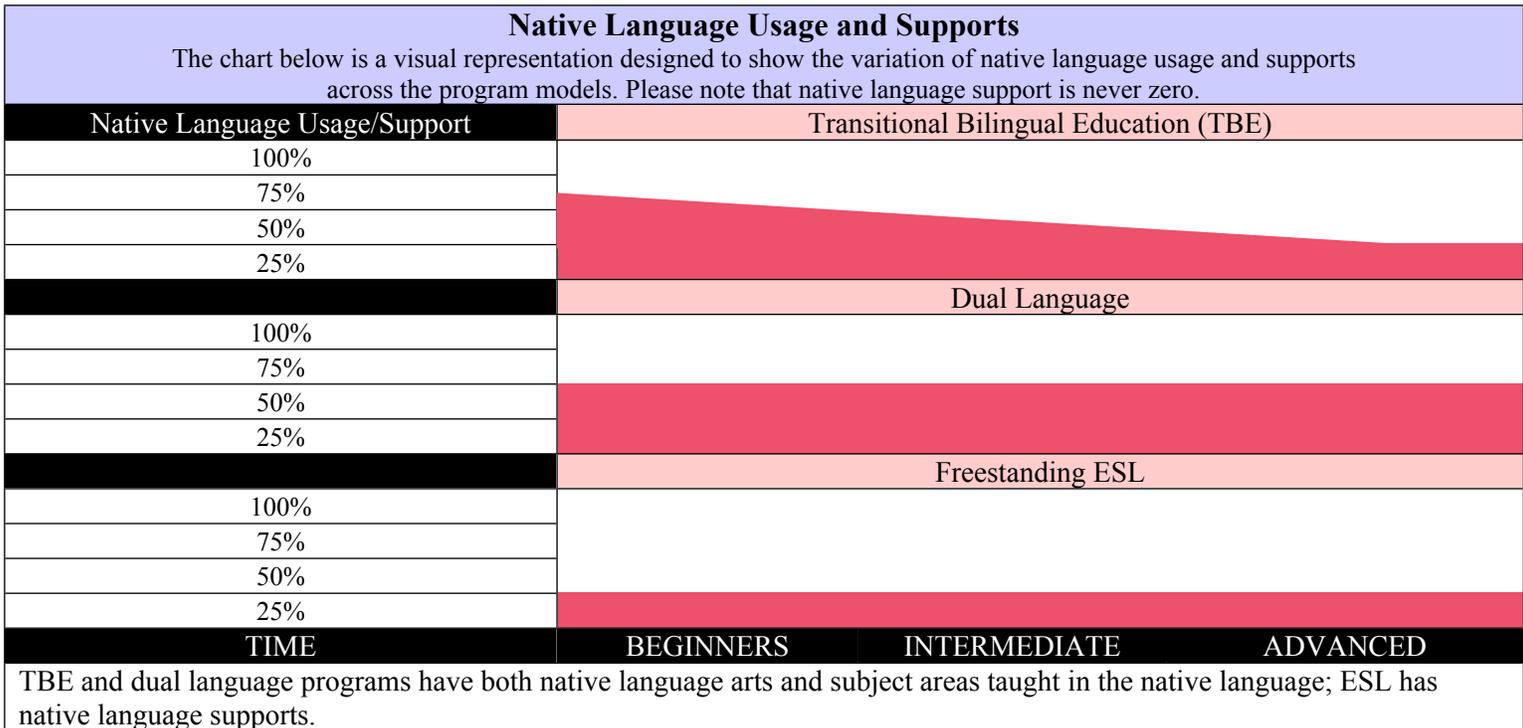
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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



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?

Con't

This group of students are also offered tutoring by teachers and other staff. After-school programs are made available. Academic assistance that goes beyond IEP mandates is made available. It is our goal to help these students achieve academic gains so they can meet standards and perform successfully on informal and formal assessments. All students are given access to the above mentioned programs and services. Programs/services are open to ELLs and others on an equal basis according to individual needs. Programs are school-wide. Former ELLs all receive invitation to participate. Services and resources correspond to ELLs ages and grade levels. Native language support is offered through use of bi-lingual glossaries and dictionaries, leveled libraries, books in native languages, audio and visual aides to help support content areas, teaching content embedded vocabulary using native languages as support, games, dramatization, parental input and involvement in lessons and activities. Technogology is incorporated in activities, writing assignments, study of grammar and usage and English language practice of reading passages and skills. Beginners and those in grades K-2 experience learning utilizing the "Amazing English" program and curriculum. The program incorporates phonemic awareness, phonics, sight word study, stories with related activities, songs, chants, poems, rhymes as the students practice learning new words, reading and writing across the curriculum. Students participate in computer generated programs such as, "Starfall" and "QuickRead" reading and writing programs with the assistance of the Computer Teacher, Mr. Moore as he includes use of other viable computer generated programs in extension to the students regular programs. Programs are delivered in English with Native Language support. Translations and interpretators are provided, as needed.

Before the start of the school term, in many cases, ELLs visit at time of enrollment. Our prinicpal, Ms. Avery welcomes the children and their families. The Parent Coordinator reaches out to the parents to help secure information, answer questions, and further assist. Translators are on hand if possible, if not, contacts are made.

The parents and children are taken on a tour of the school to help with adjustment to the new environment. Packets or brochures are handed out, such as, "What your child needs to learn..." Literature is offered in language of choice. They are introduced to key staff and shown the basic layout out the school. Newcomers are made to feel completely welcome as they look forward to joining our school family. Literature, calendars, school newsletters, posters pretaining to upcoming workshop, community activities, etc are always available at front entrance of school building. Bulletin boards are always kept up to date. Translators and interpretators are on hand throughout the day. If not available, all avenues are explored to secure help with home languages not readily available for translation. Support is offered from selected School Support Organizations (SSOs), localized Integrated Service Centers (ISC) and the Translation and Interpretation Unit. When necessary follow ups are made in person or by phone until parents have the information required or requested.

SCHOOL PROGRAMS

ELLs are invited through the use of back-packed letters, telephone system or mailings. This is in the same manner and format as other students. Parents are informed in their preferred languages as they help and guide student choices.

Targeted intervention programs for ELLs in ELA, math and other content areas are offered in English. Plans are in place to furthur implement these programs. At this time we are exploring possible schedules for intervention programs for those who need to attend in-house programs and activities at times outside of the regular school day.

The Science Teacher, Ms. St. Jean provides support in preparation for NYS Science Exam along with testing accommodations when administered to 4th grade ESL students.

Students are offered a plethora of club activities to participate in every six days during the afternoon periods during the school day. Students choose from a list of clubs to attend which include no-bake cooking, bingo, sewing, cultural clubs, exercise, art, music, chess, etc. Rationale: Clubs offer students opportunities to explore the language through the use of the arts and content areas while communicating and interacting with others from a vast variety of cultural backgrounds in extension to grade-level curriculum standards. It is our goal to offer every student a well rounded education.

During the morning Breakfast Program students bring favorite leveled books (as personnel is made available to monitor the AM breakfast period) to the 100 Book Challenge Reading Room or other designated location. Rationale: Students are offered a time to relax and enjoy leveled books of choice in a non-competitive environment. They may choose to read independently or with a buddy as they read toward the 100 Book Challenge and social skills are developed.

Afterschool Programs-open to all students in grades 3-5. Focused on Test Prep and strategies in Reading and Math. Rationale: Students develop strategies for test preparation.

PS 273 offers a strong and vigorous program for ELLs as they prepare to take the ELA for the first time. Whenever possible, native language proficiency in content areas is used during literacy instruction in order to build English proficiency. Pre-reading skills are developed as scaffolding is incorporated in lessons. The use of graphic organizers help to structure information as students try to relate prior knowledge to material being taught. Schema is activated as visuals, technology, audio aides, reader's theater, and discussions help strengthen skills.

Transitional support for up to 2 years is offered to ELLs reaching proficiency on the NYSESLAT. Continued use of ESL strategies and methodologies for teaching and learning is offered in literacy and all content areas. When possible the student(s) are included in ESL pull-out groups that meet their needs, if not regularly, then during optimum times of the school year. Inclusion is also determined by his/her continued areas of weaknesses such as in meeting grade level standards in Reading and Writing. Testing accommodations for former ELLs is also provided for up to two years once proficiency is achieved. Testing accommodations that may be provided include time extension, separate location, third reading of listening selection, bilingual glossaries, simultaneous use of English and alternative language editions, oral translations for lower incidence languages, as specified, and writing responses to open ended questions in the native languages when using alternative language editions of State examinations. Testing accommodations, however, are not permitted for the NYSESLAT at any level of proficiency as it is designed specifically for ELLs.

As of date there are no programs/services slated for ELLs that will be eliminated or discontinued.

ELLs receiving services for 4-6 years, long term ELLs and ELLs with special needs receive small group instruction, as well as, one to one instruction to help support their learning. Our Literacy Coach, Mr. Ray, works with the students on this basis on many occasions in addition to what is received in the classrooms and ESL programs.

C. Schools with Dual Language Programs

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

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

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

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.

Paste response to questions 1-3 here

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

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

Instructional and developmental criteria for implementations of differentiated instruction.

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

Emphasizing Key Vocabulary

Promotional Policies for ELLs

How can we scaffold and modify individualized homework assignments?

Ideas for 'Response to Literature' for ELLs

Genre-Non-fiction Scaffolding lessons and activities for ELLs

Poets and Poetry Around the World

Giving ELLs extra support for completing class projects.

Improving Writing Skills (content and mechanics)

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

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

E. Parental Involvement

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

Before the start of the school term, in many cases, ELLs visit at time of enrollment. Our Principal, Ms. Avery welcomes the children and their families. The Parent Coordinator reaches out to the parents to help secure information, answer questions, and further assist. Translators are on hand if possible, if not, contacts are made. There are onsite translators for the languages in the school. If further assistance is needed administration reaches out to the network.

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

The parents and children are taken on a tour of the school to help with adjustment to the new environment. Packets or brochures are handed out, such as, "What your child needs to learn..." Literature is offered in language of choice. They are introduced to key staff and shown the basic layout of the school. Newcomers are made to feel completely welcome as they look forward to joining our school family. Literature, calendars, school newsletters, posters pertaining to upcoming workshop, community activities, etc are always available at front entrance of school building. Bulletin boards are always kept up to date. Translators and interpreters are on hand throughout the day. If not available, all avenues are explored to secure help with home languages not readily available for translation. Support is offered from selected School Support Organizations (SSOs), localized Integrated Service Centers (ISC) and the Translation and Interpretation Unit. When necessary follow ups are made in person or by phone until parents have the information required or requested.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	A			1			2							
	P													

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				

New York State Regents Exam

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

Native Language Tests

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

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

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

Paste response to questions 1-6 here

The assessment tools that are utilized to assess early literacy skills for the ELL students are ECLAS-2 (for grades K-3) and DRA (for grades 4-5). The insights provided by the data allow the ESL teacher to design the curriculum and to choose the tools that would be appropriate for the current academic level that the student attains on the assessment. The students in grades 1 and 2 are scoring below standards on the E-CLAS-2 but, the Upper Grade students in grades 3, 4, and 5 are approaching standards based on the DRA scores. The struggles of the students are not solely based on language acquisition. There are currently no relevant data at this time. This is a first year program and there are no ELL students in the DL classroom.

The patterns across NYSESLAT modalities affect instructional decisions. The instruction will be modified and customized to meet the needs and move them toward accomplishment of established goals and standards. The patterns across proficiencies and grades are consistent. On the yearly assessments the ELL students are comparably on target with students that are on their grade level. The use of the ELL Periodic Assessment is replaced with informal tools that include predictives and portfolio pieces. The tools are used to decide professional development needs and to drive instruction based on the academic needs of the students. It is also used to chart progress and to assign after school classes. Parental awareness is increased through the dissemination of the information acquired from the assessments. The school plans to look into the reinstatement of Periodic Assessments, as the need arises.

ELLs who have not met the performance standards in reading and writing are supported as they strive toward developing skills. During the school day ELLs are offered a variety of services in which to improve their reading and writing skills. Through the scientifically based America's Choice Literacy Program, the students engage in daily Writer's Workshops. The ESL and Common Core Standards for ELA in Literacy offer ELLs focus as they strive toward meeting high expectations. Beginning to Intermediate level ELLs are enrolled in the ESL pull-out program for 90 minutes 4 days per week. Advanced ELLs receive ESL services for 90 minutes 2 days for week and 180 minutes of ELA instruction from their General or Special Education Teachers. Students enrolled in the Kindergarten Dual Educational Program receive English Language Arts and Content Area instruction in English during the morning sessions and instruction in Spanish during the afternoons. ESL, General Education and Special Education Classroom Teachers use a Balanced Literacy Approach to teaching and learning. The America's Choice Program affords the students a daily 60 minute writing block. The students participate in activities that allow them to focus on the steps of the Writing Process. The students are offered and taught how to utilize writing frames, such as four square writing and graphic organizers as they brainstorm, focus, organize and develop ideas for writing. For those that require further support, pictorial representations may be incorporated, including graphs, illustrations, and drawing, as they explore the concept of expressing their thoughts and sharing ideas in writing. Non writers are encouraged to dictate, record or tell their stories which can be written down by someone else or by the ELL at a later time. Students keep Writing Journals that are used throughout the school year. The connection between listening, speaking, reading and writing is emphasized across the curriculum. Writing Portfolios are maintained which include writing logs, writing samples, published pieces, conference notes, and student's reactions and reflections on their writing. Children can feel free to brainstorm, jot down ideas and write in their native languages ideas that can later be translated with/without assistance for publishing, as needed. ELLs are encouraged to pair share, buddy edit and display their pieces as they work individually, with a buddy, or within a small or larger group. Students publish their pieces at the end of each genre study. Work is shared, celebrated and may also be displayed on bulletin boards.

Writing is modeled as the rules for English language development are emphasized. The mechanics of writing and grammar are taught on all levels of English proficiency. Learning styles and ability levels are emphasized as lessons are developed. Grade teachers meet regularly as they network with the ESL Teachers, Literacy Coach and other personnel in order to create a program that is differentiated and meets the needs of the students. ESL teaching methodologies are shared and incorporated as ELLs are engaged in writing across genres on a variety of fictional and non-fictional topics as strategies differ based upon the difficulty of the language encountered and the amount of emphasis needed in a particular content area. They learn how and why writers write, the structures of different genres and author's craft. Content Area vocabulary is emphasized as ELLs learn new words encountered in subject areas. Teachers demonstrate the act of writing by engaging in Think Alouds to help ELLs understand the connection between thinking and writing. Grade and age appropriate vocabulary is developed, as well as phonemic awareness, phonics.

ELLs are encouraged to find their comfort levels in writing as they develop strategies for spelling. Word choices are discussed and elicited from the students as proficiency levels increase. Vocabulary skills are developed via word games, puzzles, vocabulary bees, activity sheets. Parents and Guardians are encouraged to assist ELLs as they read and write in English and/or in their native languages. Teachers hold individual conferences with students on a daily basis during the Readers and Writers Workshops, as well as, at other times throughout the school day.

School Administrators offer guidance, workshops, additional training, and daily support to Teachers, Parents, and others. Individualized programs and lessons are created and differentiated for ELLs. Academic interventions are decided and differentiated throughout the school day to further help identify students' areas of strengths and weaknesses as writing skills are developed that will offer ELLs lifelong success.

The students' native language is used to support the learning of English. Through the use of the native language the students are able to develop a stronger understanding of the English language. Knowledge from assessments have provided the school with a more accurate picture of the student by indicating the areas that are in need of modification and remediation. Most of the ELL students need additional support with reading and writing. The majority of the students achieved lower scores on the Reading and Writing sections of the LAB-R and NYSESLAT than in Speaking and Listening. Students required to take the ELA exam did not perform or meet grade level standards. One third grade student performed on grade level on the NYS Math Exam. Beginning level fourth grade ELL was not able to perform on grade level in Science. First year ELL was not mandated to take NYS ELA Exam. Scaffolding of ESL and classrooms lessons in content areas include the use of graphic organizers, as well as, a variety of methodologies.

There are currently no ELL students in the Dual Language classrooms.

Classroom lessons in content areas are supplemented by lessons in the ESL classroom as ELLs acquire skills in listening, speaking, reading and writing in English. Teachers teach academic English as the students gain competency in everyday English. Lessons are developed that build upon background knowledge and cultural backgrounds. Explicit teaching and modeling of reading comprehension skills are imbedded in lessons that offer guided practice, peer practice and cooperative learning experiences. Specific content area vocabulary is pre-taught, when possible students background knowledge is connected to content as schema is activated. Types of writing are modeled as students are engaged in activities that enforce mastery. Writing activities are linked with literature across the curriculum. Leveled books and other media are presented with native language support. Ideas for writing are pulled from ELLs personal experiences and content areas. Assessments are ongoing as progress is charted.

The success of the ELL program at the school is evaluated by the students meeting the set goals and standards for the year. The students are considered successful when they are able to have full conversation in English and meet the Listening, Speaking, Viewing Standards for ELA.

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: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: ESO **Network:** 408

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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