



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: CURTIS ESTABROOK SCHOOL – PS 272

DBN (i.e. 01M001): 18K272

Principal: DAKOTA KEYES

Principal Email: DKEYES@SCHOOLS.NYC.GOV

Superintendent: BEVERLY WILKINS

Network Leader: NANCY RAMOS

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Dakota Keyes	*Principal or Designee	
Amy Bernstein	*UFT Chapter Leader or Designee	
Princess Croneitt	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Pia Nelson	Member/ Chairperson	
Ann Marie Frawley	Member/ Teacher	
Clairna Dory	Member/ Teacher	
Randi Fedder	Member/ Asst. Principal	
Tia Taylor	Member/ Parent	
Tiffany Simmons	Member/ Parent	
Denise Beltran	Member/ Parent	
Natalie Gooding	Member/ Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- 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. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- 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 Statements 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, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other

sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
x	School Leadership Team Signature Page
x	The SCEP Overview
x	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
▪ Budget & Resource Alignment section (indicating all funding sources)	
x	Academic Intervention Services (AIS)
x	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

School Information Sheet for 18K272

School Configuration (2013-14)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	574	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2013-14)					
# Visual Arts	7	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	71.1%	% Attendance Rate			90.5%
% Free Lunch	77.4%	% Reduced Lunch			2.1%
% Limited English Proficient	3.0%	% Students with Disabilities			24.2%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.2%	% Black or African American			83.9%
% Hispanic or Latino	12.3%	% Asian or Native Hawaiian/Pacific Islander			1.6%
% White	1.8%	% Multi-Racial			0.3%
Personnel (2012-13)					
Years Principal Assigned to School	6.68	# of Assistant Principals			2
# of Deans	N/A	# of Counselors/Social Workers			2
% of Teachers with No Valid Teaching Certificate	1.9%	% Teaching Out of Certification			6.6%
% Teaching with Fewer Than 3 Years of Experience	9.3%	Average Teacher Absences			8.4
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	11.9%	Mathematics Performance at levels 3 & 4			9.6%
Science Performance at levels 3 & 4 (4th Grade)	81.8%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	Yes	Limited English Proficient			N/A
Economically Disadvantaged	Yes				
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	Yes	Limited English Proficient			N/A
Economically Disadvantaged	Yes				
Met Adequate Yearly Progress (AYP) in Science (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			Yes
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	Yes	Limited English Proficient			N/A
Economically Disadvantaged	Yes				

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
SCEP addressed school specific needs as per SED and DOE reviews			
Describe the areas for improvement in your school's 12-13 SCEP.			
<ol style="list-style-type: none"> 1. Improved academic performance of ELL's and SWDs 2. Insuring access for all learners, with specific focus for ELLs, SWDs and minority males 			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
Creating a collaborative community of learners which requires school leaders to leverage both human and financial resources that serve all children			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
The alignment of instructional practices to the Danielson's Framework and the curriculum to the Common Core Learning Standards has improved			
Were all the goals within your school's 12-13 SCEP accomplished?	<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/> No
If all the goals were not accomplished, provide an explanation.			
Progress towards the 2013 goals was evident, however, time is needed to embed new perspectives , methodologies and a shift in thinking as it relates to effective teaching and maximum learning outcomes			
Did the identified activities receive the funding necessary to achieve the corresponding goals?	<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/> No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
Time to implement and coordinate the new demands of MOSL, MOTP and CCLS			
List the 13-14 student academic achievement targets for the identified sub-groups.			
5% improvement in ELA and Math for the lowest third, ELLs, SWDs and minority males			
Describe how the school leader(s) will communicate with school staff and the community.			
Monthly staff meetings, Collaborative Team Planning sessions, grade meetings and PTA meeting/workshops			
Describe your theory of action at the core of your school's SCEP.			
The administration and instructional team work to create a calm and respectful environment that fosters a higher level of student and adult learning			
Describe the strategy for executing your theory of action in your school's SCEP.			
The school implements a standard based curriculum, with attention to writing across grades and content areas which leads to increased student achievement. Grade level collaborative team meet weekly to modify curriculum to increase access for all students			
List the key elements and other unique characteristics of your school's SCEP.			
Our school's SCEP specifically targets both administrative and teacher practice through ongoing professional development, consistent and ongoing observation of pedagogues, modification of the curriculum, the strategic use of resources, reframing of staff and the ongoing professional development of teacher teams.			
Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.			
A focused and cohesive leadership team in collaboration with the instructional team will regularly review, revise and refine the improvement plan			

Goal and Action Plan #1 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Build on teaching practices informed by the Danielson's Framework for Teaching so that all students are offered multiple entry points to engage in higher order thinking and rigorous tasks that promote gains in student progress

Review Type:	DQR	Year:	2012-13	Page Number:	4	HEDI Rating:	NA
---------------------	-----	--------------	---------	---------------------	---	---------------------	----

Tenet 2: School Leadership Practices and Decisions

Indicate using an "X" the Standard(s) 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	2.3 Systems and structures for school development
x	2.4 School leader's use of resources	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

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

By June 2014, the principal and assistant principal will conduct a minimum of 6 informal or 1 formal/3informal classroom observations and provide teachers with formative feedback and professional development to support improved practice in competencies across the Danielson's Framework.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. School leadership will insure instruction is aligned with the Danielson's Framework that supports the implementation of the Common Core Learning Standards
2. School leadership, in collaboration with the teachers, will develop individual professional development plans for each teacher
3. School leadership will meet individually with staff to review student data and develop plans for improving individual student achievement

B. Key personnel and other resources used to implement each strategy/activity

1. Principal, assistant principal and teachers
2. Principal, assistant principal and teachers
3. Principal, assistant principal and teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. By February 2014, completion of two supervisory observations with associated lesson plans for each teacher will provide evidence of improved instructional practice
2. Completion of professional development plan for each teacher
3. Completion of initial review of student data and development plans for improving individual student achievement

D. Timeline for implementation and completion including start and end dates

1. September 2013 to February 2014
2. September 2013 to December
3. September 2013 to December

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Time allocated for professional development, per session, and per diem
2. Schedule time during the school day for individual conferences with each teacher and an administrator
3. Schedule time during the school day for individual conferences with each teacher and an administrator

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

PF Set Aside	x	Tax Levy	Title IA	Title IIA	Title III	Grants
---------------------	----------	-----------------	-----------------	------------------	------------------	---------------

List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

PF AIS	PF CTE	PF College & Career Readiness	PF Common Core
---------------	---------------	------------------------------------------	-----------------------

	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	x	PF Supporting Great Teachers & Leaders

Goal and Action Plan #2 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).							
Improve the alignment of teacher team work time and resources to support the school’s instructional goals and meet student learning needs							
Review Type:	DQR	Year:	2013-14	Page Number:	4	HEDI Rating:	NA

Tenet 3: Curriculum Development and Support

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.							
x	3.2 Enact curriculum			3.3 Units and lesson plans			
	3.4 Teacher collaboration			3.5 Use of data and action planning			

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.							
By June 2014, teacher teams will design and implement curriculum units in math, ELA, social studies and science which include rigorous tasks that engage students. These tasks will be aligned to the Common Core Learning Standards and evidenced by tasks, classroom observations and collaborative team planning sessions evaluations. Curriculum units will contain multiple entry points insuring access for all learners, with a specific focus on ELLs, SWDs and minority males.							

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.							
A. Strategies/activities that encompass the needs of identified subgroups							
1. The data specialist will provide teachers with school-wide as well as individual student data in areas of ELA and math. Professional development will be facilitated on interpreting data and utilizing the information to develop curriculum units which are aligned with the Common Core Learning Standards							
2. Administrative and instructional staff and teacher teams will meet during common planning times to plan and align curriculum							
3. Teachers will look at student work to gather information about student learning and inform revisions to instructional units							
B. Key personnel and other resources used to implement each strategy/activity							
1. Data specialist and teachers							
2. Administrative staff, instructional staff and teacher teams							
3. Network achievement coaches and teachers							
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity							
1. Completed data analysis for each student, observation of implementation of monthly professional development							
2. Minutes of weekly planning sessions detailing planning time							
3. Completed unit plans and tasks in ELA, math, social studies and science which is aligned to the Common Core Learning Standards							
D. Timeline for implementation and completion including start and end dates							
1. September to November 2013							
2. Weekly, October 2013 – 2014							
3. At least twice monthly October 2012- March 2014							
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity							
1. Per session for data analysis for after school meetings							
2. Per session for after school and per diem for professional development coverage							

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.								
x	PF Set Aside		Tax Levy	x	Title IA	Title IIA	Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.								

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.							
	PF AIS		PF CTE		PF College & Career Readiness	x	PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).							
Evaluate and improve teacher team effectiveness so that it is coherent with policies and practices across the school and leads to the periodic adjustment of curriculum and pedagogy.							
Review Type:	DQR	Year:	2012-13	Page Number:	4	HEDI Rating:	NA

Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.							
x	4.2 Instructional practices and strategies				4.3 Comprehensive plans for teaching		
x	4.4 Classroom environment and culture			x	4.5 Use of data, instructional practices and student learning		

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.							
By June 2014, teachers will engage in instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry for all students.							

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.							
A. Strategies/activities that encompass the needs of identified subgroups							
1. Common planning will occur weekly from September to June							
2. Grade teams will work directly with network/school based support staff to insure curriculum units are aligned with the Common Core Learning Standards and informed by data							
3. Analyze data obtained from summative and formative assessments to identify students in need of AIS or enrichment activities							
B. Key personnel and other resources used to implement each strategy/activity							
1. Principal, assistant principal, school based/network instructional support staff and teachers							
2. Principal, assistant principal, school based/network instructional support staff and teachers							
3. Principal, assistant principal, school based/network instructional support staff and teachers							
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity							
1. Ongoing administrative observations of the facilitation of common core aligned lessons							
2. Curriculum units that exhibit Understanding by Design (UBD) principles							
3. Improved student performance as evidenced by interim assessments							
D. Timeline for implementation and completion including start and end dates							
1. Weekly common planning sessions, September 2012 to June 2014							
2. Monthly workshops, October 2013 to June 2014							
3. Periodic/Interim assessments, as per assessment city-wide/school generated assessment calendar							
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity							
1. Schedule time afterschool for common planning							
2. Schedule time during school day for common planning							
3. Schedule time for teachers to analyze data							

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
x	PF Set Aside	x	Tax Levy		Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
x	PF AIS		PF CTE		PF College & Career Readiness	x	PF Common Core			
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement			
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders			

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).									
Promote a vision for social and emotional development health that is connected to learning experiences.									
Review Type:	DQR	Year:	2012-13	Page Number:	4	HEDI Rating:	NA		

Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) 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.									
	5.2 Systems and partnerships	x	5.3 Vision for social and emotional developmental health						
	5.4 Safety		5.5 Use of data and student needs						

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.									
By June 2014, the school community will systematically promote a vision for social and emotional developmental health that is connected to learning experiences utilizing the "Capturing Kids Hearts" behavioral management/ leadership program									

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.									
A. Strategies/activities that encompass the needs of identified subgroups									
1. A Social Contract will be developed with the staff for the purpose of providing behavior expectations for all staff members									
2. Every classroom has a "social contract" which is a collaborative set of statements of expected behavior compiled by the teacher and children									
3. Common language and management signals of the Capturing Kids Hearts behavioral management/ leadership program will be consistently utilized school wide									
B. Key personnel and other resources used to implement each strategy/activity									
1. Principal, assistant principal, instructional support staff and teachers									
2. Teachers, instructional support staff and students									
3. Principal, assistant principal, instructional support staff, teachers and students									
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity									
1. The impact of the implementation of Capturing Kids Hearts is evidenced by a community centered school tone									
2. The impact of the implementation of Capturing Kids Hearts is evidenced by shared conflict resolution strategies									
3. The impact of the implementation of Capturing Kids Hearts is evidenced by and use of common behavior modification language and signals									
D. Timeline for implementation and completion including start and end dates									
1. September 2012- June 1014									
2. September 2012- June 2014									
3. September 2012- June 2014									
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity									
1. Staff attendance at Capturing Kids Hearts training sessions									
2. Staff attendance at Capturing Kids Hearts training sessions									
3. Staff attendance at Capturing Kids Hearts training sessions									

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III	x	Grants
List any additional fund sources your school is using to support the instructional goal below.											
21 century											
Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .											
x	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core				
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement				
x	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders				

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).									
Strengthen the DQR did not address Family and Community Engagement									
Review Type:	DQR	Year:	2012-13	Page Number:	4	HEDI Rating:	NA		

Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) 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.									
	6.2 Welcoming environment		x	6.3 Reciprocal communication					
	6.4 Partnerships and responsibilities			6.5 Use of data and families					

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.									
By 2014, the school community will partner with families and community based organizations to increase the participation rate and attendance at parent workshop by 20% across all areas (academic, social and emotional development health) to support student success.									

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).									
A. Strategies/activities that encompass the needs of identified subgroups									
<ol style="list-style-type: none"> Plan and implement a Family Outreach Plan New Parent Orientation/Open House for Parents Monthly opportunity for parental workshop Student recognition events 									
B. Key personnel and other resources used to implement each strategy/activity									
<ol style="list-style-type: none"> Principal, assistant principal, parent coordinator, selected teachers 									
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity									
<ol style="list-style-type: none"> Completed Outreach Plan Attendance at Parent Orientation/Family Night/ Open House for Parents Parental attendance at parent workshops Parental attendance at student recognition events 									
D. Timeline for implementation and completion including start and end dates									
<ol style="list-style-type: none"> August 2013 – June 2014 ongoing Fall/Spring (Parent Orientation & Open House), Monthly (Family Night) Daytime and evening workshops, breakfasts 									

4. Ongoing , September 2013 – June 2013

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- 4. Common Planning time for principal, assistant principal, parent coordinator, selected teachers
- 5. Staff attendance at New Parent/Family Night/ Open House for Parents
- 6. Parent coordinator’s planning and hosting of parent workshops
- 7. Staff attendance at Student recognition events

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

x	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III		Grants
----------	---------------------	--	-----------------	--	-----------------	--	------------------	--	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

Indicate using an “X” the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	x	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	Skills based driven by data analysis program	small group	Before school and afterschool
Mathematics	Skills based driven by data analysis program	small group	Before school and afterschool
Science	Skills based driven by data analysis program	small group	During school
Social Studies	Skills based driven by data analysis program	small group	During school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Group and one-to-one sessions	small group and one-to-one	During school

**Title I Information Page (TIP)
For School Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
x	School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • School administration will work with human resources to insure that all teachers are highly qualified, form partnerships with local colleges to identify new staff and attend central borough wide hiring fairs

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • Promote and facilitate Common Core Learning Standards aligned student work that reflects the implementation of current system-wide reform initiatives • Involve parents in their children's education through greater collaboration with teachers and other school staff, and increased engagement in the school's education program

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
As a SWP school, we have combined Title 1 funds with other federal, state and local resources. Funds are used to benefit all students in the school, but a priority is to provide Academic Intervention Services to at-risk students

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
The transition for Preschool students into the K-5 system will include a development of curriculum maps that accommodate transitioning activities during the Spring semester. Additionally, Preschool teachers will collaborate and articulate with Kindergarten teachers. Lastly, Preschool students parents will be afforded an opportunity to participate in a orientation session to assist in the transition from Pre-K into the K-5 system.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teachers on the MOSL team have worked collaboratively to determine the selection of appropriate multiple assessment measures and professional development has been provided for staff.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 18	Borough Brooklyn	School Number 272
School Name Curtis Estabrook		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Ms. Dakota Keyes	Assistant Principal Ms. Randi Fedder
Coach type here	Coach type here
ESL Teacher Ms. Kizzy LaMont	Guidance Counselor Ms. Veronica Greico
Teacher/Subject Area type here	Parent Ms. Denise Beltran
Teacher/Subject Area type here	Parent Coordinator Ms. Hazel Pinckney
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	579	Total number of ELLs	13	ELLs as share of total student population (%)	2.25%
------------------------------------------------------	------------	----------------------	-----------	-----------------------------------------------	--------------

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out	1	1	1	4	3	3								13
SELECT ONE														0
Total	1	1	1	4	3	3	0	13						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	13	Newcomers (ELLs receiving service 0-3 years)	7	ELL Students with Disabilities	
SIFE		ELLs receiving service 4-6 years	5	Long-Term (completed 6+ years)	1

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	7			5		2	1			13
Total	7	0	0	5	0	2	1	0	0	13

Number of ELLs who have an alternate placement paraprofessional:

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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		3	1									6

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1				1
4	3				3
5	1	3			4
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1								1
4	3								3
5	3		1						4
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1				1		1		3
8									0
NYSAA Bilingual (SWD)									0

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

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

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 1. The assessment tool our school uses to assess the early literacy skills are Fountas and Pinnell and Reading Records. Fountas and Pinnell is used in grades K-5 in order to determine what reading level a child is on. These levels include the independent level, the instructional level and the frustration level. These results can drive small group instruction, primarily in the formation of guided reading groups and can be an indicator of academic intervention when needed.
Running Records also measure fluency. A child is given a passage to read and is timed for one minute. During that time, the teacher takes notes on oral mistakes, omissions and self corrections in order to gauge areas of strength and areas that need improvement.

In order to monitor the progress of ELL students throughout the course of the school year, the ESL teacher uses portfolios, rubrics, teacher observations, anecdotal reports, checklists and teacher-made tests. The ESL teacher collaborates with the ELL child's classroom teacher regarding ELL student progress.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Data patterns across proficiency levels on the LAB-R and the NYSESLAT indicate that, in most instances, literacy skill development in both reading and writing lags behind speaking and listening development. The NYSESLAT patterns across modalities confirm this trend with proficiencies developed in the following order: Speaking, Listening, Reading and Writing.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 3. These findings affect instructional decisions by providing additional focus on activities that highlight practice in literacy skills. These activities will include reading and writing workshops, guided and shared reading, reading comprehension and fundamentals of writing.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - a. ELLs who are brand new to this country and are literate in their native language seem to have an advantage by using native language tests. However, in our experience, native language literacy proficiency in the elementary school often falls short of the reading and writing skills we hope the children might have previously acquired. While math results appear to be more universally successful, content area subjects such as social studies and science are more difficult to negotiate due to subject matter and schema.
 - b. The results of the ELL Periodic Assessments are used to drive instruction in strength and weakness areas.
 - c. The ELL periodic assessments provide practice in the more difficult areas of reading and writing and may produce a better overall result on the NYSESLAT.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Classroom teachers generally confer with the ESL teacher regarding ELLs they feel may need additional academic support within the Response to Intervention (RtI) framework. The classroom teachers and ESL teacher work together to devise a plan to help support students and bridge the gaps they have in regards to the mainstream curriculum. The ESL teacher will do additional testing to pinpoint the specific deficits a students has, offer suggestions to the classroom teachers on how to address the ELLs deficits, and also works to address those deficits when he pulls the students out for ESL services. The ESL teacher and classroom teachers also assesses ELLs regularly to determine their progress in closing the gap between their current performance level and grade-level readiness. For example, all students in the school are given the Fountas and Pinnell assessment to determine their reading level. However, ELLs who are newcomers or who cannot test with the Fountas and Pinnell are then given a phonics screener by the ESL teacher to determine their proficiency in phonemic awareness and reading readiness in English. Once the data is collected, the ESL teacher and classroom teachers then devise an intervention plan as well as a progress monitoring schedule to measure how well the ELLs who need additional supports are progressing.

6. How do you make sure that a child's second language development is considered in instructional decisions?

We have interwoven a variety of linguistic approaches for second language learners. We use materials especially in literacy to create comprehensive and dynamic language activities and skill building techniques. This diversity of methods will address what we know to be true; that no two students learn alike. We organize workshops through our instructional day to accommodate a systematic framework for all learners. We model techniques using big books, shared reading, independent work, and motivating activities for the children to explore. We incorporate innovative instructional models in the classroom such as working with traditional rhymes, fingerplays, songs and stories and for the upper grades lessons are centered around literature and across the curriculum.

Additionally, we provide opportunities for students to interact with their teachers and peers. We incorporate peerwork, small group work language experience activities, cooperative learning, hands-on experiments and projects to encourage collaborative learning to increase the students' social growth.

The students' social and academic needs are addressed and assessed quarterly to monitor their strengths and weakness. This allows the educational staff to develop strategies that will enable them to become excellent communicators.

The ESL teacher is responsible for monitoring and tracking students progress through formal and informal assessments and is shared with the ELL's teachers to drive instruction.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

The ESL teacher and school leadership analyze and discuss data from the NYSESLAT annually once the scores become available. From the data, we look for trends, possible problem areas, and modalities that our students are the strongest in. The ESL teacher then looks closely at the instructional practices and materials used in the previous year and reflects on their efficacy. After the reflection, decisions are made by the ESL teacher and school leadership on which programs and instructional practices might work best to meet the needs of our students. Also, the ESL teacher and school leadership devise a list of students who need the most support and target those students for the extended day program as well as the Title III after-school program. The ESL teacher also makes decisions on the instructional focuses for the school year.

The Title III after-school program is evaluated by comparing the growth of the students who participated in the service to those who did not. One key finding from the 2012-2013 school year was that students who regularly attended the Title III program had higher growth rates on the 2013 NYSESLAT than students who did not stay.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).) When a child is first enrolled in the New York City Public School System, it is imperative that the school provide trained individuals adept in assessing eligibility for possible English Language Support Services. The steps to determining eligibility are as follows:

1. The parent/ guardian of the newly enrolled child completes a Home Language Survey form in his/her native language. The HLIS form is provided by Ms. LaMont, licensed ESL Teacher. If a HLIS form does not exist in the parent's native language, we procure assistance in the form of a licensed pedagogue or administrator to assist in completing the HLIS form and conducting a native language interview. Translation services are readily available during the ELL Identification Process. After successfully completing the first part of the HLIS form, an informal parent/child interview and the formal initial assessment are then conducted by either Ms. LaMont, licensed ESL teacher, Ms. Cheung, a licensed classroom teacher (fluent in Cantonese and Mandarin), Ms. Dory, a licensed classroom teacher (fluent in Haitian Creole) or one of our two (2) licensed administrators; Principal Keyes, or Assistant Principal Fedder. In the event that we cannot provide appropriate in-house translation services due to the parent's native language, we contact the Board of Education's Translation and Interpretation Center for trained assistance. The ELL Identification Process must be completed within ten (10) school days of a child's initial enrollment as per CR Part 154.

Based upon the completion of the HLIS form and the results of the formal and informal interviews, the newly enrolled child is designated as "eligible" for LAB R Testing or "not eligible" for testing. The person determining eligibility for testing is Ms. Kizzy LaMont.

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

The ESL teacher is trained in administering and scoring the test. The LAB-R is immediately scored on site to determine if the student is English proficient. If the tested student scores proficient on the LAB-R, parents are notified in writing that their child is not eligible for one of the three program option for English language learners and the ELPC screen is immediately updated in ATS.

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

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.

All parent of students who do not score in the English proficient range are contacted and invited to a parent orientation by the ESL teacher to inform them of the determination that their child is an English Language Learner. Parents are notified in writing in their home language. The parents are notified immediately after testing determines their child is an ELL, usually withing 1-2 school days. The orientation is always scheduled to give parents at least 3-4 school days to make arrangements to attend. At orientation, parents are shown the video of the three program choices available to English Language Learners in the NYCDOE in their home language and then are able to ask questions. The parents then complete the Parent Survey and Program Selection form at the meeting and the ESL teacher is available to answer any questions they might have about the forms. Parents will usually inquire about the program offerings at P. S. 272. They are informed that our school only has a freestanding ESL program and are given information about it. Additionally, they are also informed that they have a choice in the other two program offerings for ELLs and we would assist in finding them a school that has their first preference. A majority of the time, parents will choose the freestanding ESL program offered at our school because of the proximity of our school to their residences.

Parents who are unable to attend the first scheduled meeting are giving the option to reschedule the meeting or meet with the ESL teacher in an individual meeting to ensure they are informed of the three program choices.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

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

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

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

Telephone conversation:

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

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

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

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

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.

At the parent orientation meetings, parents are shown the video and are given the opportunity to discuss the the program options. The ESL teacher and a translator, usually the guidance counselor, inform the parents that our school only has a freestanding ESL program and would become a part of the program here. However, they are also informed that if they would prefer one of the other two program options, we would assist them in finding a school that offered the Traditional Bilingual Education of Dual Language program model.

If parents choose ESL as their first choice, students are placed in the program at PS/IS 284 and begin receiving services immediately. If a parent chooses another program as their first choice, the parents are contacted by a staff member who speaks their native language within five school days of the school's receipt of their Parent Survey and Program Selection form. They are given information of the closest schools to their address that have the program of their first choice. However, they are informed that their child will still be placed in the ESL program at PS/IS 284 while they are enrolled at our school.

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

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

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

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The NYSESLAT is administered over a 30 day period. The ESL teacher begins receives testing material in the spring, takes inventory, and stores the material in a locked and secured location until testing begins. The ESL teacher and testing coordinator attends training on administering the NYSESLAT in the spring and then train all pedagogues who will administer the test. The ESL teacher then prints the RELC report from ATS to ensure all students who are eligible to be tested are included in that report and also have a preprinted answer document for all sections. Blank answer documents are carefully bubbled for all students without a precoded document.

Parents are notified a week prior to the testing window and given information on the test in their native language. They are also encouraged to ensure their students maintain regular attendance during the testing window.

The speaking section of the test is administered first. All students are tested by another pedagogue and their performance of the task is immediately scored by the test administrator.

Once the speaking section is administered to all students, the listening, reading, and writing modalities are administered in small groups by the ESL teacher. The students are tested in a quiet and comfortable environment that is conducive to testing. The ESL teacher informs the other pedagogues on the floor that there will be testing in order to maintain a quiet atmosphere. The ESL teacher will post a testing sign on the door. Once all sections of the test are administered, the test and answer documents are locked in a secure location. Pedagogues who are not the ESL teacher or ELA teacher of the students tested are then selected to score the writing portion. Before scoring, they are provided with training from the ESL teacher and testing coordinator on how to score the writing. The scoring guides and rubrics are reviewed and discussed during the training. The ESL teacher and testing coordinator also ensure that no more than 50 percent of one child's writing assessment is scored by an individual scorer.

6. 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.) 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. 

6. P.S. 272 maintains a free-standing ESL program with both pull-out and push-in components. The trend in parental program choices over the past several years has been to utilize P.S. 272's ESL program 100 % of the time due to parental constraints of travel and time issues. The last request we received for a Haitian Creole bilingual class placement was in April 2005. Unfortunately, at that time, District 18 did not have any bilingual classes and the parent decided it was not feasible for him to travel to District 17 to enroll his child in a Creole bilingual class. P.S. 276 in District 18, an elementary school in close proximity

to P.S. 272, has created two Haitian Creole Bilingual classes. If a parent requests a Bilingual setting for his or her child or if no preference form is ultimately procured, the parent can be directed to P.S. 276 for application to their program. All original HLIS forms, parent choice letters and signed continuation letters are placed in the child's cumulative record file. Copies of these forms are maintained in the ESL room under Mrs. Mund's guidance.

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

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

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

1a,b P.S. 272 maintains a free-standing ESL program. The organizational model is two-fold. It consists of ESL pull-out sessions with the certified ESL teacher. During ESL pull-out instruction, ESL groups are arranged heterogeneously by grade level, either in a single grade environment or a combination of contiguous grades. For example; all grade fourth grade students may receive ESL instruction at scheduled times or the fourth and fifth grade groups may be scheduled to receive instruction together. This is necessary to ensure that the state mandated minutes are delivered to each student based on his or her proficiency level.
2. 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)?

2, 2a The staff at P.S. 272 is committed to providing the mandated instructional minutes to all ELL students. Beginner and Intermediate ELL students receive 360 minutes of ESL instruction per week. These minutes are provided via eight (8) 45 minute instructional sessions, divided into the push-in and pull-out models. Advanced ELL students receive 180 instructional minutes per week, delivered via a combination of four (4) pull-out and/or push-in sessions. The P.S. 272 administration has organized placement of ELL students together in grade appropriate classes. This facilitates ESL push-in instruction with a minimum of disruption to the child's academic day and maintains continuity during content area and/or English language arts instruction. The exception to his plan is for newly arrived students who initially do not understand or speak any English. While they do participate in the push-in and pull-out models, they receive small-group pull-out instruction with the ESL teacher regardless of grade level. This affords them the opportunity to build foundations and well as participate in activities with students of higher proficiency levels.
3. 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 foster language development and meet the demands of the Common Core Learning Standards.

3. General education and Special Education ELL students are grouped by grade and proficiency levels. They participate in small-group, hands-on and task oriented activities which stimulate the production of verbal and written language. Activities focus on balanced literacy, phonemic awareness, critical thinking, accountable talk and the workshop model. Reading skills are developed through shared reading, guided reading, read-alouds and independent reading. At P.S. 272, there is a strong emphasis on the development of writing skills for ELL students through the use of the writing workshop model, the four square writing method, syntax and spelling activities, editing and shared and creative writing. P.S. 272 uses Ready Gen series in Kindergarten through fifth grade classes. ELL students participate in the Ready Gen Series.

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

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

Science instruction is provided for students, including ELL students, by a certified classroom teacher with a specialty in Science.

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

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

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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

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

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

For the speaking modality, the ESL teacher keeps anecdotal notes and conducts formal assessments on each student 3 times per month to measure English acquisition. Additionally, the students are formally assessed with the Periodic Assessment for ELLs twice per year.

For the listening modality, the ESL teacher formally and informally assesses students regularly with listening tasks in English. The ESL teacher will play an audio clip or show a video in which students are encouraged to take notes in a manner that best meets their learning needs. Then students are required to answer a series of questions based on the information presented. Students are encouraged to use their notes.

For reading and writing, ELLs are assessed twice per year with the Periodic Assessment for ELLs. Additionally, running records are kept on students who are reading significantly below grade level using the Fountas and Pinnell assessment kit. Also, each ESL student who is able to present written text in English must complete a writing piece at the end of each unit of study taught by the ESL teacher.

All ESL students are assessed annually with the NYSESLAT in the spring.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

children interact with each other and gain knowledge from each other. The result is truly collaborative and offers beginner, intermediate and advanced students a sense of productivity and success.

6a. P.S. 272 currently does not have any Students with Interrupted Formal Education (SIFE).

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

6b. Newcomers are an integral part of the ELL population at P.S. 272. It is important to offer students an environment in which they feel comfortable and safe in order to garner maximum language acquisition and academic achievement. Newcomers also have access to all AIS instruction, the Title III After-School Academy, the Saturday Tutorial Program, and a new after-school initiative called STARR, which will be discussed in further detail. A large part of the success of newcomers also depends on parental involvement. Newly arrived parents often have reservations about participating in school activities due to insecurities regarding their own English language skills or unfamiliarity with the school system in general. We know that a child who receives additional academic support and interest at home usually has an increased chance of academic success. To that end, P.S. 272 endeavors to engage the parent in school activities. The Parent Coordinator holds monthly parent workshops in which Newcomers are encouraged to participate. We try to arrange for a parent volunteer who can provide translation services whenever possible. The Parent Coordinator also serves as a liaison to community groups which can provide assistance in such areas as housing, counseling and employment. Students who arrive prior to the beginning of the school year receive a tour of the school and explanation of services provided by an administrator on-site. P.S. 272 believes in serving the community, the children who attend our school and the entire family unit as well.

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

6c. If a child is receiving ESL services for four to six years, the academic issues usually stem from difficulties in reading and writing. The instructional plan for this particular group of students include English literacy development through content area instruction, literacy workshops in both reading and writing, and practice in reading and interpreting directions in order to improve test taking skills.

6d. The ESL teacher supports ELLs receiving 6+ years of service during the instructional day. The targeted instructional focus depends on the proficiency level of the specific student(s). For instance, if a student scored proficient in listening and speaking on the previous year's NYSESLAT but advanced or lower on the reading and writing modalities, the ESL teacher devises lessons that are primarily aimed to build the reading and writing skills of the student(s). The ESL teacher closely analyzes the historic testing performance of long-term ELLs to identify trends and modalities in which the students score the lowest. Additionally, the ESL teacher verifies which students have an identified learning disability. If they do, the ESL teacher analyzes the qualitative and quantitative data in the IEP and employs the instructional recommendations in instructing students with disabilities.

Former ELLs receive additional time on state assessments as allowed by the NYSED for two years after scoring proficient on the NYSESLAT. Additionally, the ESL teacher provides support to former ELLs during the weekly push-in periods to the classrooms. Former ELLs are not pulled from their content classes to receive ESL services. P.S. 272 does not currently have any Long-Term ELLs. However, these ELL students are entitled to attend the P.S. 272 Saturday tutorial program which focuses on reading comprehension, shared reading, writing activities, as well as mathematics. Long term ELLs also participate in Monday through Thursday AIS services as well as the after-school ELL Academy.

6e. The instructional plan for ELLs identified as having special needs is driven by the individual student's IEP. Goals are created based upon a child's English language ability, learning style, and health and emotional considerations. The instructional focus for literacy would be a high volume of pictures to expand vocabulary, the use of sight- words, hands-on activities, and multi-modality and multi-sensory activities.

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

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

8. The ELL-SWD student is mainstreamed during Academic Intervention Services as well as certain preparation periods (ie: gym, performing arts) and lunch periods. ELLs with disabilities are placed into three instructional program designs determined by the IEP team: ICT settings, 12:1 or 12:1:1, or general education with SETTTS services. ELLs with disabilities, depending on proficiency level, are serviced at the same time through the freestanding ESL program as the other ELLs in their grade band through pull-out services.

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	45 minutes per day	45 minutes per day	45 minutes per day

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

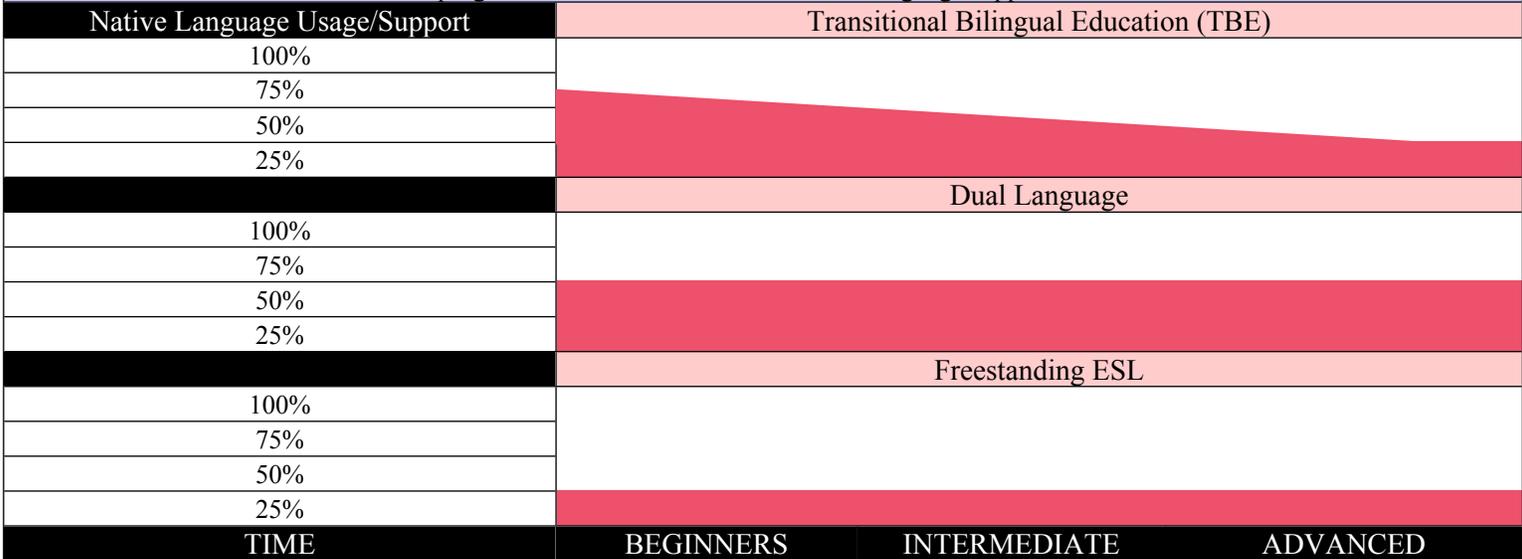
	Beginning	Intermediate	Advanced
--	-----------	--------------	----------

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

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

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



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

B. Programming and Scheduling Information--Continued

9. 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. The targeted intervention services for ELLs at P.S. 272 are the same services offered to all students. These include Monday and Thursday AIS from 8:00 a.m. to 8:50 a.m., at which time the students receive support in English Language Arts and Math from either a licensed classroom teacher or a teacher specialist. All ELL subgroups are targeted including newcomers, ELLs who are here 4 to 6 years and long term ELLs. Additionally, during the academic school year, an AIS specialist is employed to provide services to those ELLs who have ELA and math scores that fall short of grade level standards. Other intervention services offered include speech, guidance, and counseling. All services are provided in English.

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

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

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The Title III after-school program and extended day program for our ELLs have produced desired effects. Anecdotally, ELLs who participated in the extended day program are using spoken English more regularly in their classroom settings and made gains in their ability to listen to and understand content in English. ELLs who participated in the Title III after-school program, as a whole, made greater gains on the NYSESLAT than students who did not attend the after-school program.

11. What new programs or improvements will be considered for the upcoming school year?

11. The 2013-2014 school year features an after-school program called OASIS. This is a program that includes homework help and academic instruction in reading and math. The program also features participation in clubs including fitness, dance, mural making, photography, and leadership. The program takes place Mondays through Fridays from 3:00 p.m. to 6:00 p.m. Academic instruction is provided by licensed P.S. 272 teachers. Afterschool instruction is provided by OASIA personnel.

12. What programs/services for ELLs will be discontinued and why?

N/A

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

13. All ELL students are afforded equal access to all school programs, both during the instructional school day as well as after-school activities. Academic Intervention Services are provided to ELL students, as well as all students, on Mondays and Tuesdays from 8:00 a.m. to 8:50 a.m. P.S. 272 also offers the Title III ELL After School Academy, focusing on English language and literacy skills as well as content area instruction in both Math and Science. The Title III ELL After-School Academy meets each Tuesday and Thursday from 3:00 to 5:00 p.m. for a total of 25 weeks. ELL students are also invited to attend the P.S. 272 Saturday Academy which offers students assistance with test prep and provides enrichment activities. All ELL students are encouraged to participate in once-a-month Friday evening family nights, which present the opportunity to join in inter-generational activities and special events.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

14. As previously mentioned, ELLs receive technology instruction during computer preps with a licensed teacher. Additionally, P.S. 272 has a block of computers available in the school library which the children may use for doing research projects and information searches. Many of the classrooms at P.S. 272 have smart boards in place. Smart boards have proven to be a valuable tool during instruction and children have become adept in using smart board technology. ELLs have varied instructional materials at P.S. 272. All instructional materials for ELL students are aligned to ESL and ELA learning standards. ELL students use the Harcourt Series, Moving into English, the Rigby series, On Our Way to English, the Oxford Picture Dictionaries, Steck-Vaughn's Phonics series, as well as a plethora of literature including fiction, non-fiction and poetry.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

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

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

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

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. During the 2013-2014 academic school year, Ms.LaMont, the ESL teacher, will attend professional development workshops conducted by network supervisory ESL personnel. Additionally, special education teachers, psychologists, O.T.'s, P.T.'s and speech therapists are included in ongoing professional development provided by the ESL teacher, out two literacy coaches and our math coach. We also take advantage of any Network staff development that our specialists can attend. On Friday October 15, one of our speech therapists and one first grade teacher with ELL's in her classroom were able to attend an outside workshop regarding the education of ELL's.

Calendar of Professional Development dates are as follows:

September 2013- ELL Start Up Meeting

October 2013- Celebrating Cultural Commonalities

November 2013- Better Communication with ELL Children for Teachers and Parents

January 2013- Cooperative Learning Strategies for ELL Students

March 2013- Test Taking Strategies

May 2013 NYSESLAT- "From Standards to Assessment."

2. All staff members receive ongoing professional development regarding instruction for ELLs throughout the school year. The ESL teacher regularly attends common planning meetings across the grade levels on Wednesdays from 2:20-3:10 and discusses issues and strategies with teachers regarding their ELL population. Also, during monthly staff meetings, grade level meetings, and vertical team meetings, teachers receive ongoing professional development on differentiation strategies to use for their ESL students.

The ESL teacher also receives more than the minimum 7.5 hours of professional development annually through workshops offered through the NYC DOE Office of English Language Learners.

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

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

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

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

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. Parents are an integral part of the success of the ELL population at P.S. 272. Newly arrived parents often have their own reservations about participating in school activities due to insecurities about their English language proficiency or unfamiliarity with the school system in general. The P.S. 272 Parent Coordinator, Mrs. H. Pinckney, holds monthly parent workshops in which ELL parents are encouraged to attend. An effort is made to try to have parent volunteers provide translation services when possible. Workshops for parents have included “Navigating the Aris System,” which was conducted in the computer lab and a three day workshop for parent ”Learning Leaders.” A “Bright Beginnings” workshop for the parents off pre-K students is offered as well as a workshop on “How to Help Your Child Succeed in School and in Life.” Additionally, ELL parents are invited to attend Title III sponsored workshops. This professional development for parents will be provided by the school’s ESL teacher as well as math and literacy specialists. Parent workshops will focus on math strategies particularly negotiating word problems, ELA practice, and NYSESLAT strategies
 2. The Parent Coordinator serves as a liaison to community groups which can provide assistance in such areas as housing, bilingual counseling, adult education, and the availability of adult ESL programs. Our primary partnership is with the Brooklyn Bureau of Community Services. The Brooklyn Bureau provides comprehensive programs in family counseling, homemaking services for the temporarily disabled, daycare services, mental health programs, and work/employment experiences with the Parks Department and not-for-profit agencies. Additionally, they provide visual arts and educational programs for children.
 3. The needs of ELL parents are evaluated on an individual basis starting at the school in-take meeting and informal and formal interviews. This is followed by another meeting at the Parent Orientation. We have parents who speak no English and need native language assistance during meetings and in all letters and documents. However, we also have parents who have been in this country for awhile and speak English. They often precede the arrival of their children to this country by months or even years. You may have a parent who speaks English but a newcomer child who speaks no English at all. The ESL teacher has contact with each parent of the ELL children during the Parent Orientation and during Parent-Teacher conferences. Additionally, her telephone number is given to each parent in order to address any concerns he or she may have about their children’s work, progress or individual needs. She is supported by the administration in addressing any issues that arise regarding ELLs and the ELL community.
 4. Our ELL parents are very involved in ensuring that their children succeed in school. Our parental activities include workshops that offer information and solutions to situations that involve ELL students and their parents such as testing, homework tips, motivational activities and social involvement. P.S. 272 also provides a “Friday Family Fun” evening, where parents and children can participate in intergenerational activities, songs and games.

E. 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 response to question 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
	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 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **18K272** School Name: **Curits Estabrook**

Cluster: **5** Network: **533**

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 needs for written translation and oral interpretation changes from year to year. Therefore it is reviewed annually with the principal, supervisor, staff, students, and parents during our PTA meetings or any chance meeting that we have with parents. Staff is informed of students' whose home language is other than English, years of service, level on the LAB-R/NYSESLAT and if they have an IEP at the beginning of the school year and/or upon admission. In this manner, staff is able to communicate effectively to the parents regarding students. Our findings have revealed that in order to support the non-English speaking parents of our school, that the translation department provided by the DOE and our multilingual state certified teachers are able to translate both written documents and verbal information in timely fashions. Both ELL students, and parents of students who speak a second language at home, are able to rely on our school for translations (verbal/written) and be a part of the school community. Parents and students are able to attend functions, receive quarterly progress reports, upcoming events, parent/teacher conferences, IEP meetings, and all other school related events with the aid of an interpreter. Parents have equal access to school related functions. Parents are invited to attend workshops, become members of the PTA, volunteer at events, etc. Parents also have the opportunity to access ARIS to keep informed of their child's progress on state tests. The data comes from initial meetings with parents, HLIS, and School wide surveys.

As of today there are there are 15 ELL students in P.S. 272. Parents are provided with written and oral interpretation. Regardless, the ELL teacher will provide official communication with parents in written form both in English and in the home language translation, when available. Languages spoken at our school: Arabic, Creole Spanish. Teachers will be notified of all ELL students at our school, home language, language of communication, score on the NYSESLAT, and any other factors that may be important (IEP, resource, speech, etc.)

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 major findings of P.S. 272's written translation and oral interpretation needs are that they reach the parents and students in timely fashions. Our school currently has 15 students who are registered ESL students. Parents of students who have tested out, and students whose home language is other than English, are able to receive translated school information to be translated. The Parent Coordinator of our school also aids in assisting non-English speaking parents in their home language, by providing workshops, events and other written information in a variety of languages. Parents who enter our school have the ability to receive lunch forms, school information and regulations, and other material in the home language. The findings are reported to the school community in staff meetings, professional developments and written notification. The ESL teacher collaborates with teachers, parents and students to articulate any information that is school relevant. The ESL instructor is able to remain in constant communication with ELL parents. School staff is thus kept informed of the students in their classroom and how to communicate effectively with parents.

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.

The written translation services the school will provide are directly related to information that needs to be disseminated to the students from school and related functions that occur in school throughout the year. P.S. 272 meets the identified needs indicated in Part A by handing out a survey at the beginning of the school year to all students to identify home language. Those students who are ESL identified and non-ESL student who have returned forms of home language will start receiving school related information in their home language. In this manner, parents are able to be a part of the school community and kept informed of all current happenings in the school.

Written translation is provided by DOE translators, in-house and outside vendors. Our in-house translations will be provided by current state certified teachers able to speak and write in the following languages: Contonese, Mandarin and Creole. When we require translation for those languages not provided by our staff in school; we will use outside vendors provided by the DOE. For immediate written translation, Google word translation tool is used in the classroom.

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.

The oral interpretation services the school provides for parents and students are provided by in house and outside vendors. P.S 272 currently has the following oral language translation capabilities: Cantonese, Mandarin, and Creole. Parents are able to come to our school for parent/teacher conferences, IEP meetings, guidance counselor meetings, parent orientations, workshops, school functions, trips, etc. and become an active part of the school. Parents can also be called with the aid of an interpreter for information that is time sensitive. Parents are kept informed of their child's progress, and/or any difficulties, in a language that they are comfortable with and fully understand.

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>.

P.S. 272 ensures that parental notification requirements for translation and interpretation services are being fulfilled. P.S. 272 provides letters and on-line correspondence to provide support for non-English speaking parents. P.S. 272 understands that minor students may not provide translation services and relies on its multilingual staff to provide important and pertinent school related information to parents orally. P.S. 272 uses its in-house staff, the DOE translation unit and outside school approved vendors to provide necessary and timely translations for the parents. Our school provides professional development for in house staff to update changes that occur in regulations, and how to communicate effectively with parents whose home language is other than English.