



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)**

**School Name:** THE WORTMAN SCHOOL  
**DBN (i.e. 01M001):** 19K273  
**Principal:** MELESSA AVERY  
**Principal Email:** [MAVERY@SCHOOLS.NYC.GOV](mailto:MAVERY@SCHOOLS.NYC.GOV)  
**Superintendent:** JOYCE STALLINGS-HARTE  
**Network Leader:** LUCIUS YOUNG

### 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
Melessa Avery	*Principal or Designee	
Gordon Prostick	*UFT Chapter Leader or Designee	
Tomeka Bowers	*PA/PTA President or Designated Co-President	
Elvera Hall	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
John Ellis	CBO Representative, if applicable	
Alisa Glickman	Member/ UFT	
Teresa Davis	Member/ UFT	
Abbe Berger	Member/ UFT	
Sylvia Hooper	Member/ UFT	
Paulene Davis	Member/ Parent	
Anita Reid	Member/ Parent	
John Ball	Member/ Parent	
Tishia Samuels	Member/ Parent	
Jessica Lopez	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	
	<b>School Leadership Team Signature Page</b>
	<b>The SCEP Overview</b>
	<b>Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-</b>
	▪ 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)
	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

### School Information Sheet for 19K273

School Configuration (2013-14)					
<b>Grade Configuration</b>	0K,01,02,03,04,05	<b>Total Enrollment</b>	340	<b>SIG Recipient</b>	N/A
Types and Number of English Language Learner Classes (2013-14)					
<b># Transitional Bilingual</b>	N/A	<b># Dual Language</b>	N/A	<b># Self-Contained English as a Second Language</b>	N/A
Types and Number of Special Education Classes (2013-14)					
<b># Special Classes</b>	26	<b># SETSS</b>	N/A	<b># Integrated Collaborative Teaching</b>	33
Types and Number of Special Classes (2013-14)					
<b># Visual Arts</b>	18	<b># Music</b>	N/A	<b># Drama</b>	N/A
<b># Foreign Language</b>	N/A	<b># Dance</b>	N/A	<b># CTE</b>	N/A
School Composition (2012-13)					
<b>% Title I Population</b>	72.5%	<b>% Attendance Rate</b>			92.1%
<b>% Free Lunch</b>	100.0%	<b>% Reduced Lunch</b>			0.0%
<b>% Limited English Proficient</b>	3.0%	<b>% Students with Disabilities</b>			19.7%
Racial/Ethnic Origin (2012-13)					
<b>% American Indian or Alaska Native</b>	0.8%	<b>% Black or African American</b>			79.8%
<b>% Hispanic or Latino</b>	18.6%	<b>% Asian or Native Hawaiian/Pacific Islander</b>			0.3%
<b>% White</b>	0.3%	<b>% Multi-Racial</b>			N/A
Personnel (2012-13)					
<b>Years Principal Assigned to School</b>	7.18	<b># of Assistant Principals</b>			2
<b># of Deans</b>	N/A	<b># of Counselors/Social Workers</b>			2
<b>% of Teachers with No Valid Teaching Certificate</b>	N/A	<b>% Teaching Out of Certification</b>			6.1%
<b>% Teaching with Fewer Than 3 Years of Experience</b>	3.0%	<b>Average Teacher Absences</b>			6.3
Student Performance for Elementary and Middle Schools (2012-13)					
<b>ELA Performance at levels 3 &amp; 4</b>	11.9%	<b>Mathematics Performance at levels 3 &amp; 4</b>			13.6%
<b>Science Performance at levels 3 &amp; 4 (4th Grade)</b>	78.2%	<b>Science Performance at levels 3 &amp; 4 (8th Grade)</b>			N/A
Student Performance for High Schools (2011-12)					
<b>ELA Performance at levels 3 &amp; 4</b>	N/A	<b>Mathematics Performance at levels 3 &amp; 4</b>			N/A
Credit Accumulation High Schools Only (2012-13)					
<b>% of 1st year students who earned 10+ credits</b>	N/A	<b>% of 2nd year students who earned 10+ credits</b>			N/A
<b>% of 3rd year students who earned 10+ credits</b>	N/A	<b>4 Year Graduation Rate</b>			N/A
<b>6 Year Graduation Rate</b>	N/A				
Overall NYSED Accountability Status (2012-13)					
<b>Reward</b>		<b>Recognition</b>			
<b>In Good Standing</b>		<b>Local Assistance Plan</b>			
<b>Focus District</b>	X	<b>Focus School Identified by a Focus District</b>			X
<b>Priority School</b>					

### Accountability Status – Elementary and Middle Schools

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

### Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
<b>American Indian or Alaska Native</b>	N/A	<b>Black or African American</b>		N/A
<b>Hispanic or Latino</b>	N/A	<b>Asian or Native Hawaiian/Other Pacific Islander</b>		N/A
<b>White</b>	N/A	<b>Multi-Racial</b>		N/A
<b>Students with Disabilities</b>	N/A	<b>Limited English Proficient</b>		N/A
<b>Economically Disadvantaged</b>	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
<b>American Indian or Alaska Native</b>	N/A	<b>Black or African American</b>		N/A
<b>Hispanic or Latino</b>	N/A	<b>Asian or Native Hawaiian/Other Pacific Islander</b>		N/A
<b>White</b>	N/A	<b>Multi-Racial</b>		N/A
<b>Students with Disabilities</b>	N/A	<b>Limited English Proficient</b>		N/A
<b>Economically Disadvantaged</b>	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
<b>American Indian or Alaska Native</b>	N/A	<b>Black or African American</b>		N/A
<b>Hispanic or Latino</b>	N/A	<b>Asian or Native Hawaiian/Other Pacific Islander</b>		N/A
<b>White</b>	N/A	<b>Multi-Racial</b>		N/A
<b>Students with Disabilities</b>	N/A	<b>Limited English Proficient</b>		N/A
<b>Economically Disadvantaged</b>	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			
<b>Describe the strengths of your school's 12-13 SCEP.</b>			
The strength of PS 273 can be cited from our Progress Report. There was a 5.6 increase in student progress for School Year 2012-13.			
<b>Describe the areas for improvement in your school's 12-13 SCEP.</b>			
The areas of improvement at PS 273 can be cited from our Quality Review and the Learning Environment Survey for School Year 2012-13. PS 273's overall evaluation for the Quality review was proficient and there was a 17% increase in parent participation in completing the Learning Environment Survey.			
<b>Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.</b>			
The barriers and challenges for the school year included Hurricane Sandy and its impact on teacher and student attendance. Parental involvement is gradually improving but is still a major issue. Lack of parent participation in the workshops to introduce the Common Core and the use of ARIS has hindered the progress of the students due to lack of home support.			
<b>Describe the degree to which your school's 12-13 SCEP was successfully implemented.</b>			
The 12-13 SCEP was successfully implemented and was used as a reference and resource for School Leadership Team meetings. The			
<b>Were all the goals within your school's 12-13 SCEP accomplished?</b>			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> X <input type="checkbox"/> No
<b>If all the goals were not accomplished, provide an explanation.</b>			
Teachers are getting acquainted with the Danielson Framework. The use of data to drive instruction is still a work in progress. Teachers have attended Professional Development and received administrative support. The focus of Inquiry Teams have been reformatted to meet the needs of the classrooms.			
<b>Did the identified activities receive the funding necessary to achieve the corresponding goals?</b>			<input checked="" type="checkbox"/> X <input type="checkbox"/> Yes <input type="checkbox"/> No

### ***Developing the 2013-14 SCEP***

Answer the following questions regarding the 13-14 SCEP	
<b>Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.</b>	
The anticipated barriers and challenges include the lack of funding to support the programs and resources that would assist the schools move towards progress. The lack of parental involvement is a consistent challenge that PS 273 focuses on.	
<b>List the 13-14 student academic achievement targets for the identified sub-groups.</b>	
<b>Sub-Group</b>	<b>Academic Achievement Target</b>
<b>SWD</b>	By June 2014, SWD students will show a 5% increase in progress in ELA and/or Math.
<b>ELL</b>	By June 2014, ELL students will show a 5% increase on the NYSELAT.
<b>ELA: Lowest Third</b>	By June 2014, students in grades 3-5 in the lowest third of the population will show a 5% increase in performance on the NYS ELA exam.
<b>Math: Lowest Third</b>	By June 2014, students in grades 3-5 in the lowest third of the population will show a 5% increase in performance on the NYS Math exam.
<b>Black and Hispanic Males in Lowest Third</b>	By June 2014, Black and Hispanic Males in grades 3-5 in the lowest third of the population will show a 5% increase in performance on the NYS ELA and Math exams.
<b>Describe how the school leader(s) will communicate with school staff and the community.</b>	
The principal will communicate with school staff through daily emails, weekly professional development and monthly staff conferences that will focus on PS 273's Theory of Action. Communication with the community includes but is not limited to	

monthly school calendars, parent newsletters, PTA and SLT meetings and phone blasts.

**Describe your theory of action at the core of your school's SCEP.**

If the teachers have access to coaching and professional development focused on the core skills of using text based curriculum to improve ELA, focus on the foundations of mathematics, developing assessments, and if administrators monitor and support the development of these skills through frequent classroom visits, then teachers will teach higher level skills and students will show progress and improve performance in the content areas.

**Describe the strategy for executing your theory of action in your school's SCEP.**

Strategies for executing the Theory of Action will include designing coherent, rigorous lessons using research based strategies. Implementation will include using curriculum maps across the grade. Inquiry Teams will analyze grade level student work and design strategies for best practices. Data from the findings after looking at student work will be utilized to redesign ineffective lessons and to design instructional plans for differentiated instruction.

**List the key elements and other unique characteristics of your school's SCEP.**

Unique characteristics of PS 273's SCEP includes the strength in developing a strong learning environment.

**Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.**

PS 273 can effectively oversee and manage the improvement by having monthly reflections on the document during the SLT meetings. Monitoring student progress in the content areas through the use of benchmarks. The development of school level teams to assist in monitoring student progress such as Inquiry Team, Grade Level Instructional Teams and the Curriculum Planning Team.

## 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).							
<b>Progress Report: (Cover Page)</b> Student Progress measures how much each individual student has improved on summative state exams in ELA and Math. We attained 20.7 out of 60 points which gives a “C” rating in progress. Student Performance measures student results on the ELA and Math exam. We attained a 6.9 out of 25 points which rates a “D”.							
<b>Quality Review (Page 5):</b> Build capacity for faculty to collaborate with school leaders and develop and practice leadership; Strengthen the inquiry approach to teacher collaboration and encourage their participation in decision making							
<b>Review Type:</b>	Quality Review Progress Report	<b>Year:</b>	2012-2013	<b>Page Number:</b>	QR: p. 5 Progress Report: Cover	<b>HEDI Rating:</b>	QR: Effective

### **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.			
	<b>2.2 School leader’s vision</b>	<b>X</b>	<b>2.3 Systems and structures for school development</b>
	<b>2.4 School leader’s use of resources</b>	<b>X</b>	<b>2.5 Use of data and teacher mid-management effectiveness</b>

### **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.
<b>Teacher effectiveness will improve with meaningful formative feedback and next steps from short, frequent cycles of informal and formal observations. Teachers will use data to drive instruction and incorporate data talk in their professional conversations during professional learning communities. By June 2014, all teachers will demonstrate an increase in using data to drive instruction and improve planning by improving one performance level using the Danielson Framework.</b>

### **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.
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
<ol style="list-style-type: none"> <li>1. Administrator will meet weekly with Curriculum Planning Team to assist with designing coherent lesson plans to address the needs of subgroups through the use of scaffolding and differentiated instruction.</li> <li>2. Inquiry Teams on each grade will play an intricate role in designing interventions and differentiated instruction for all tiers within each class.</li> <li>3. Teacher Teams will develop a shared understanding of the CCLS by immersing in rigorous and ongoing professional development to further implement Marzano Classroom Effectiveness and the use of the Danielson Rubric to assess and monitor teacher effectiveness.</li> <li>4. Lesson designs will include Higher Order Thinking Questions .</li> </ol>
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
<ol style="list-style-type: none"> <li>1. Administrative Team: Assist in helping teachers to develop shared understandings of the CCLS, protocols for Inquiry Teams and the Danielson Rubric.</li> <li>2. Network Instructional Leaders: Provide PD and support to school level teams.</li> </ol>
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
<ol style="list-style-type: none"> <li>1. Targets to evaluate the progress, effectiveness and impact of the strategies will include formative assessments from classroom lessons.</li> <li>2. Summative assessments for benchmark targets through the use of Fountas and Pinnell. (F&amp;P) for all grade levels.</li> <li>3. The use of the yearly Progress Report for progress monitoring and performance levels</li> </ol>
<b>D. Timeline for implementation and completion including start and end dates</b>
<ol style="list-style-type: none"> <li>1. September 2013- June 2014: Inquiry Teams will meet twice a month</li> <li>2. Weekly classroom visits to support the implementation of the Danielson Rubric</li> </ol>
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
<ol style="list-style-type: none"> <li>1. Ready Gen: Research based ELA program that focuses on text-based theory with the use of close reading to support inquiry based learning.</li> <li>2. Go Math: Research based math program to develop problem solving strategies and support the foundation of math.</li> <li>3. PD 360: Professional development tool that allows teachers to work collaboratively through the use of online communities through videos.</li> </ol>

4. Network Workshops (CFN 408) Instructional support from the network team with a focus on Inquiry Teams and implementing Citywide Instructional Expectations.
5. Teacher and Supervisor Per Session: Provided to participants on Curriculum Planning Team to develop ELA and Math curriculum twice weekly for the school year.

**Budget and Resource Alignment**

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

<b>X</b>	<b>PF Set Aside</b>	<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

MOSL Funds

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.

<b>X</b>	<b>PF AIS</b>	<b>X</b>	<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>
	<b>PF ELT</b>	<b>X</b>	<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>

**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).

Strengthen the inquiry approach to teacher collaboration and encourage their participation in decision making; build capacity for faculty to collaborate with school leaders and develop and practice leadership.

<b>Review Type:</b>	Quality Review	<b>Year:</b>	2012-2013	<b>Page Number:</b>	5	<b>HEDI Rating:</b>	Developing
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**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.

	<b>3.2 Enact curriculum</b>		<b>3.3 Units and lesson plans</b>
	<b>3.4 Teacher collaboration</b>	<b>X</b>	<b>3.5 Use of data and action planning</b>

**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.

Teachers will design and broaden work around the Common Core Learning Standards (CCLS) by engaging closely with and examining school wide implementation of the Citywide Instructional Expectation (CIE). By June 2014, all students will have engaged in more challenging curriculum in literacy, mathematics, science and social studies to accelerate the students learning, deepen their conceptual knowledge and strengthen their ability to use textual evidence in writing and discussion as measured by an increase in the number of students that meet the standard on the NYS summative exams.

**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. All grades will implement the use of close reading and for all content areas.
2. Grade Teams will design units for all subjects by including concepts of rigor and higher order thinking questions and tasks.
3. Professional Learning Conversations will be focused on competencies within the Danielson Rubric to improve teacher practice and student progress and performance.
4. Teachers will participate in weekly Professional Development that will include the following topics:
  - a. Use of Marzano Classroom Effectiveness Strategies
  - b. Use of the Danielson Rubric to improve teacher effectiveness
  - c. Use of Close Reading to deeper understand text
  - d. Use of Formative Assessments to Drive Instruction and Improve Best Practices.

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

1. Administrative Team: Serve as coaches to facilitate the programs and provide support to the implementation of the program.
2. Network Instructional Team: Assist school level teams by providing PD to support implementation of CCLS and the Danielson Rubric for teacher effectiveness.

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

1. Fountas and Pinnell benchmark assessment will be used for progress monitoring for all grade levels in ELA.
  2. Students overall grades on summative assessments given yearly will determine effectiveness of the curriculum.
  3. Progress report will be used to measure the effectiveness and impact of the curriculum through the percentile ranking within the school's peer group.
- D. Timeline for implementation and completion including start and end dates**
1. Professional development will be administered weekly to address the academic needs of the students and staff.
  2. Weekly curriculum planning allows grades to collaborate and develop cohesive lessons based on CCLS.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. PD 360: Professional development tool that allows teachers to work collaboratively through the use of online communities through videos.
  2. Network Workshops (CFN 408) Instructional support from the network team with a focus on Inquiry Teams and implementing Citywide Instructional Expectations.

**Budget and Resource Alignment**

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

	<b>PF Set Aside</b>	<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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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.

	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>	<b>X</b>	<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>

**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).

Deepen the rigor in differentiating instruction so that tasks accommodate different learning styles and questioning extends high order thinking skills.  
 Student Progress measures how much each individual student has improved on summative state exams in ELA and Math. We attained 20.7 out of 60 points which gives an "C" rating in progress. Student Performance measures student results on the ELA and Math exam. We attained a 6.9 out of 25 points which rates a "D".

<b>Review Type:</b>	<b>Quality Review Progress Report:</b>	<b>Year:</b>	2012-13	<b>Page Number:</b>	QR; P.5 PR: Cover page	<b>HEDI Rating:</b>	QR: Effective PR
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**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.

<b>X</b>	<b>4.2 Instructional practices and strategies</b>	<b>4.3 Comprehensive plans for teaching</b>
	<b>4.4 Classroom environment and culture</b>	<b>4.5 Use of data, instructional practices and student learning</b>

**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 2013, teachers will improve their instructional practices and implement strategies that will promote student progress and improve student performance as measured by an increase in student progress by 5% in the median adjusted growth for math and ELA.**

**Instructional Strategies/Activities**

Describe the research-based 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. Teacher Teams will be designed on all grade levels to work and collaborate to design coherent curriculum in all subject areas.
2. Teachers will implement Marzano Classroom Strategies to improve instructional practices.
3. Grade level Inquiry Teams will collaborate and support each other in assessing the achievement gaps and using findings to improve instruction and curriculum design.
4. Grade level teams will design plans using curriculum maps to incorporate the CCLS into all lessons.
5. Incorporate a weekly technology based math program that will improve student performance and progress.

6. Afterschool Program will used as an intervention for further support of student achievement in ELA and Math.
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
1. Administrative Team will facilitate the meetings weekly to monitor proper use of protocols and analysis of outcomes. Core instruction will improve as measured by an increase in student performance on benchmark exams.
2. Inquiry Teams: Conduct weekly meetings to build teacher collaboration and support teachers in assessing the achievement gaps and using findings to improve instruction and curriculum design.
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1. Fountas and Pinnell benchmark assessment will be used for progress monitoring for all grade levels in ELA.
2. Students overall grades on summative assessments given yearly will determine effectiveness of the curriculum.
3. Progress Report will be used to measure the effectiveness and impact of the curriculum through the percentile ranking within the school's peer group.
4. ST Math program assessments will be used to monitor student progress.
<b>D. Timeline for implementation and completion including start and end dates</b>
1. November 2013- April 2014: Afterschool Program for grades 3-5 in ELA and Math.
2. September 2013- April 2014: Measure of Teacher Performance will be conducted using the Danielson Rubric to support teacher effectiveness.
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1. PD 360: Professional development tool that allows teachers to work collaboratively through the use of online communities through videos.
2. Network Workshops (CFN 408) Instructional support from the network team with a focus on Inquiry Teams and implementing Citywide Instructional Expectations.
3. ST Math: Researched based math technology program to improve math progress and performance.
4. Afterschool Program: Academic intervention for grades 3-5 for support in ELA and Math twice a week for two hours daily for approximately 20 weeks.
5. Instructional Supplies and Materials: Supplies used to support programs and professional development.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
<b>X</b>	<b>PF Set Aside</b>	<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>	<b>X</b>	<b>Grants</b>
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.											
<b>X</b>	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>				
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>				
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>				

**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).			
School environment represents 15% of the total score and is based on student attendance, academic expectations, safety and respect. The school received 7.9 out of 15 points on the Learning Environment Survey which gives a "B" rating. Student Attendance Rate is 92.5% for the 2012-13 school year. Attendance is direct correlation to student performance and progress.			
<b>Review Type:</b>	Progress Report	<b>Year:</b>	2012-13
<b>Page Number:</b>	Cover; p. 4	<b>HEDI Rating:</b>	B rating

**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.			
	<b>5.2 Systems and partnerships</b>		<b>5.3 Vision for social and emotional developmental health</b>
<b>X</b>	<b>5.4 Safety</b>	<b>X</b>	<b>5.5 Use of data and student needs</b>

**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, student attendance will increase by 2% through the use of positive reinforcement and interventions for prevention. Data collection will be focused on gathering information to develop protocols and next steps for chronic absence and lateness.	

**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. Attendance Teacher will monitor student attendance monthly with an emphasis on lateness.
  2. Monthly attendance assemblies will be implemented to promote good attendance and prevent tardiness.
  3. Phone blasts will be used to inform parents of students absence and lateness.
- B. Key personnel and other resources used to implement each strategy/activity**
1. Attendance Team: Includes office manager, Parent Coordinator, Network Attendance Teacher and administrative team.  
Network Attendance Teacher
  2. Office Manager
  3. Data Specialist
  4. Parent Coordinator
  5. Guidance Counselor
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Attendance reports from ATS will be used to develop next steps for chronic attendance issues.
- D. Timeline for implementation and completion including start and end dates**
1. Monthly assessments will be used to determine next steps for families with absentee issues.
  2. Daily interventions will be given to parents via telephone blasts to inform parents of students' lateness or absence.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Life Space Crisis Intervention
  2. Attendance Intervention Counseling
  3. Instructional Supplies and Materials: Supplies used to support programs and professional development to improve lateness, attendance and school safety issues.

**Budget and Resource Alignment**

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

<b>X</b>	<b>PF Set Aside</b>	<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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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 used in Galaxy used to support the activities listed in part A. .

	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>
<b>X</b>	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>

**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).

20% of the parents at PS 273 would like the following improvements at the school: Hands-on learning; preparation for state tests and stronger enrichment programs.

<b>Review Type:</b>	Learning Environment Survey	<b>Year:</b>	2012-13	<b>Page Number:</b>	8	<b>HEDI Rating:</b>	N/A
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**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.

	<b>6.2 Welcoming environment</b>		<b>6.3 Reciprocal communication</b>
	<b>6.4 Partnerships and responsibilities</b>	<b>X</b>	<b>6.5 Use of data and families</b>

**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 June 2014, parental involvement will increase by 2% as measured by the number of parents that attend various workshops focused on parental needs and student academic support for the school year.

**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**

1. Design workshops to support parents understanding of and participation in the implementation of the CCLS.
2. Assist with Parent Literacy and math development through workshops focused on the curriculum and the link between home and school.
3. Volunteers will be assigned to classes to support teachers and to provide assistance during implementation.
4. Parent involvement will increase through regular attendance at monthly SLT meetings and school events such as curriculum night.
5. Parent engagement will include parent workshops focusing on parenting skills.
6. Parent Coordinator will promote parent engagement and parent involvement and address parent inquiries and concerns.

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

1. Administrative team
2. Parent Coordinator
3. School Leadership Team
4. Guidance Counselor
5. PTA

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

1. Learning Environment Survey will serve as a primary source to evaluate the effectiveness and the impact of the years strategies.

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

1. Monthly meeting will occur to assess gaps and create next steps.

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

1. Parenting Classes: Workshops will be designed to address the needs of the community.
2. ELA and Math Workshops will be conducted to reinforce the home-school connection.
3. Behavior Modification workshops will continue to support parents and students of the their role in providing a safe and caring environment.
4. Supplies to support Behavior Modification Program

**Budget and Resource Alignment**

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

<b>X</b>	<b>PF Set Aside</b>	<b>X</b>	<b>Tax Levy</b>	<b>Title IA</b>	<b>Title IIA</b>	<b>Title III</b>	<b>Grants</b>
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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.

	<b>PF AIS</b>	<b>PF CTE</b>	<b>PF College &amp; Career Readiness</b>	<b>PF Common Core</b>
	<b>PF ELT</b>	<b>PF Inquiry Teams</b>	<b>PF NYS Standards and Assessments</b>	<b>PF Parent Engagement</b>
<b>X</b>	<b>PF Positive Behavioral Management Programs</b>	<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>

### 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**

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Guided Reading RTI  Afterschool Program	Small Group  Tutoring	During the school day  Afterschool
<b>Mathematics</b>	Guided Math <input type="checkbox"/> RTI <input type="checkbox"/> Afterschool Program	Small Group  Tutoring	During the school day  Afterschool
<b>Science</b>	Guided Reading <input type="checkbox"/> RTI <input type="checkbox"/> Afterschool Program <input type="checkbox"/> Students in grade 4 receive additional instruction from science cluster to prepare for New York State Science exam.	Small Group  Tutoring	During the school day  Afterschool
<b>Social Studies</b>	Guided Reading <input type="checkbox"/> RTI <input type="checkbox"/> Afterschool Program	Small Group  Tutoring	During the school day  Afterschool
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Art Therapy Group Counseling Talk Therapy: Support academic and social issues for at-risk students. Social Emotional Learning: Focus on Peace, Random Acts of Kindness Crisis Intervention: to students who are academically and/or socially challenged. Duration of the services varies based on the needs of the students. Play Therapy	Small Group or individual counseling; Classroom interventions are conducted as a monthly theme.	During the school day

	<b>Asthma Classes</b> Flu Prevention Plan: Ongoing program used to disseminate information for safe practices to improve prevention of the flu virus.		
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**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.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**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.

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

**High Quality and Ongoing Professional Development**

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).

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

**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 ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

PS 273 has established its improvement plan based on a comprehensive needs assessment and is knowledgeable about and uses all resources available to meet our goals. Resources include but are not limited to comparative data, instructional support for all stakeholders, and personnel support for interventions for all students. In order to meet the alignment of federal, state and local programs are being supported by regular professional development sessions, common planning periods, clear communications of school wide expectations.

**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.).

PS 273 collaborates with the various Pre-Kindergarten programs in the district to provide a smooth transition for the families. Specific strategies for helping students' transition into the elementary school setting have been identified and implemented. Strategies include the Turning Five protocol for students with disabilities (SWD) and Spring Orientation for incoming kindergarten students to introduce families to the school wide instructional expectations.

**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.

A team of teachers, administrators and parents participate in the selection, use and interpretation of school-based assessments through the School Leadership Team. Student performance drives modifications and improvements in the selection and use of school-based assessments.

**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).

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## **Parent Involvement Policy (PIP)**

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

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

PS 273'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 School Comprehensive Educational Plan (SCEP), including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

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

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

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

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

PS 273, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. 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 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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



**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 <b>19</b>	Borough <b>Brooklyn</b>	School Number <b>273</b>
School Name <b>Wortman School</b>		

### 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 <b>Melessa Avery</b>	Assistant Principal <b>Janet Huger/Sylvia Egal</b>
Coach <b>Maria Speranza/Testing</b>	Coach <b>type here</b>
ESL Teacher <b>Pamela Woodstein</b>	Guidance Counselor <b>Abbe Berger</b>
Teacher/Subject Area <b>Melissa Ford/Science-Literacy</b>	Parent <b>Tomeka Bowers</b>
Teacher/Subject Area <b>Josephine Arroyo/Translator</b>	Parent Coordinator <b>Christine Karmo</b>
Related Service Provider <b>L. Cobbs-Lucas/Speech</b>	Other <b>Maribel Torres/Dual Language</b>
Network Leader(Only if working with the LAP team) <b>Lucius Young</b>	Other <b>Sylvia Hooper/Data Specialist</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>2</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>345</b>	Total number of ELLs	<b>7</b>	ELLs as share of total student population (%)	<b>2.03%</b>
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## 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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	7	Newcomers (ELLs receiving service 0-3 years)	3	ELL Students with Disabilities	5
SIFE	0	ELLs receiving service 4-6 years	3	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			0						0
Dual Language	0			0						0
ESL	3		2	3		2	1		1	7
Total	3	0	2	3	0	2	1	0	1	7

Number of ELLs who have an alternate placement paraprofessional: 0

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	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
<b>TOTAL</b>	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
<b>TOTAL</b>	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): <u>1</u>	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: <u>23</u>	Asian: <u>    </u>
Native American: <u>1</u>	White (Non-Hispanic/Latino): <u>    </u>
	Hispanic/Latino: <u>8</u>
	Other: <u>1</u>

**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		3	1								6
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1													1
<b>TOTAL</b>	1	1	1	0	3	1	0	0	0	0	0	0	0	7

## 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									2

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	1									4
Advanced (A)				1										1
Total	1	1	0	3	2	0	0	0	0	0	0	0	0	7

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	3				3
4	2				2
5					0
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	3								3
4	2								2
5									0
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				2
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.

At PS 273 the Fountas and Pinnell Running Record is used for monitoring progress at the beginning, middle and end of year. The data gives insight and evaluates a student's reading and comprehension ability to determine a student's guided reading level to group students accordingly. The assessments also allow us to observe the processing strategies and problem solving actions a student has. It is useful in gathering information about the literacy skills of ELL students when planning instruction and creating groups for reading instruction. The benchmark levels in the assessment also help make good decisions regarding student's movement for small group instruction. The insights provided by the data allow the ESL teacher to design the curriculum and to choose the tools that would be appropriate for the current academic level that the student attains on the assessment. The assessments show that the ELL students are reading below grade level. The struggles of the students are not solely based on language acquisition. Overall, assessments allow you to track progress over time, analyze trends in reading performance, and compare data within your class in order to inform your instructional plan. 3% of the ELL population has shown improvement in ELA based on the NYS ELA Test. There will be a 5% increase in the number of ELL students that will meet or exceed standards.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
NYSESLAT data is analyzed and trends are identified so that teachers can make instructional decisions that meet the needs of our students. The data patterns across proficiency levels on the NYSESLAT reveal that there is an inconsistency with student's progress. Most of the ELL students need additional support with reading and writing. The majority of the students achieved lower scores on the Reading and Writing section of the LAB-R and the NYSESLAT than in speaking and listening. The reading domain has shown progression and regression over time. The writing domain within the NYSESLAT is impacting the overall raw score with students with disabilities (SWD). The struggles of the students are not solely based on language acquisition. Students required to take the ELA and Math exam did not perform or meet grade level standards. Beginning level fourth grade ELL was not able to perform on grade level in Science but intermediate fourth grade ELL did perform on grade level in Science. This data also reveals that instruction should focus on all four modalities to improve student progress. Data is collected from these resources as instruction is designed to address and remediate these deficiencies.
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](#))

At this time, the state has not provided this information to report.

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. The patterns across NYSESLAT modalities affect instructional decisions. The instruction will be modified and customized to meet the needs and move them toward accomplishment of established goals and standards. The majority of the students achieved lower scores on the Reading and Writing sections of the LAB-R and NYSESLAT than in Speaking and Listening. Students required to take the ELA and Math exam did not perform or meet grade level standards. One fourth grade ELL performed on grade level in Science and one performed below grade level. We do not have any students currently taking tests in their native language.
  - b. The use of the ELL Periodic Assessment is replaced with informal tools that include predictives and portfolio pieces. The tools are used to decide professional development needs and to drive instruction based on the academic needs of the students. It is also used to chart progress and to assign after school classes.
  - c. Knowledge from assessments have provided the school with a more accurate picture of the student by indicating the areas that are in need of modification and remediation. Most of the ELL students need additional support with reading and writing. The students' native language is used to support the learning of English. Through the use of the native language the students are able to develop a stronger understanding of the English language. Native language support is offered through the use of bilingual glossaries and dictionaries, leveled libraries, books in native languages, audio and visual aides to help support content areas, teaching content embedded vocabulary using native language as support, games, dramatization, parental input and involvement in lessons and activities.

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](#).)
- Once the ELL learning profile has been established using assessments, observations and collected data, specific issues are targeted for intervention. An effective and comprehensive approach to promote ELL's academic achievement will include targeted supplemental interventions offered to those who need more support. Students who are performing below grade level will be placed in Tier II after initial assessments. Beginners and Intermediate ELL students will receive intervention 4x's a week for 30 minutes per session and advance students will receive 2x's a week for 30 minutes per session. This support is provided in smaller group instruction and one to one learning. These groups Our Literacy Coach, Mr. Ray also provides additional support for ELL students in addition to what is received in the classroom and ESL program. Kindergarten ELLs struggling with early literacy skill development receives assistance with further development of phonics strategies. Progress will be monitored over time to ensure that instruction continues to be adjusted to meet the needs of each individual ELL learner. The students will also receive small group instruction for additional support in the classroom.
6. How do you make sure that a child's second language development is considered in instructional decisions?
- ELL students are welcomed as teachers, specialists, and others become familiar with their linguistic and cultural backgrounds. Basic facts are learned about the students and their families during enrollment. Information is gathered by assigned staff concerning the students prior experiences and student's home/native language is assessed. The students' native language is used to support the learning of English. Through the use of native languages the students are able to develop a stronger understanding of the English Language. Content area instruction is carefully planned and scaffolded, vocabulary is emphasized, language objectives are identified, materials used are well thought out, lessons should be adapted to reach different learning styles, proficiency level and abilities for students. The teachers are in collaboration with administration, coaches and other staff to design the best educational experience to build the students English language skills. Classroom lessons in content areas are then supplemented by lessons in the ESL classroom as ELLs acquire skills in listening, speaking, reading and writing in English. Teachers teach academic English as the students gain competency in everyday English. Lessons are developed that build upon background knowledge and cultural backgrounds. Explicit teaching and modeling of reading comprehension skills are imbedded in lessons that offer guided practice, peer practice and cooperative learning experiences. Specific content area vocabulary is pretaught, when possible students background knowledge is connected to content as schema is activated. Writing activities linked with literature across the curriculum. Leveled books and other media are presented with native language support. Ideas for writing are pulled from ELLs personal experiences and content area. Types of writing are modeled as students are engaged in activities that enforce mastery. Students participate in activities that allow them to focus on the steps of the Writing Process. The students are offered and taught how to utilize writing frames, such as four square writing and graphic organizers as they brainstorm, focus, organize and develop ideas for writing. For those that require further support, pictorial representations may be incorporated, including graphs, illustrations, and drawing, as they explore the concept of expressing their thoughts and sharing ideas in writing. Non writers are encouraged to dictate, record or tell their stories which can be written down by someone else or by the ELL at a later time.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- There are currently no ELL students in the Dual Language classrooms. The current two dual language classrooms are not testing grades.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
- The success of the ELL program at the school is evaluated by the students meeting the set goals and standards for the year. The students are considered successful when they are able to have full conversation in English and meet the Listening, Speaking, Viewing Standards for ELA. Students progress in assessments and benchmark assignments also demonstrate the success of ELLs in the program. We also evaluate how students perform on classroom assessments and activities. Modifications are needed when areas of improvement are evident.

## 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](#).) Structures are in place to ensure informed parent choices, including the process, outreach plan and timelines. When parents first enroll their children to the school, the School Secretary Mrs. Dunn and the School Office Administrator Mrs. S. Hooper are trained and responsible for meeting with the parents to determine the child's home language. The school administers a HLIS to students entering kindergarten (or any other grade) for the first time in a NYC Public School. Based on the results of the HLIS, a home language code is entered into ATS. The initial identification of possible ELL students begins at registration. Each family completes a Home Language Identification Survey distributed by the school secretary and is administered to the parent in the language the parent can read. A translator is supplied, upon request, by the school. If parents do not choose an ELL program, the default is bilingual education. The informal oral interview is conducted and an assessment is made. The LAB-R is administered by Pamela Woodstein (ESL Teacher). Josephine Arroyo serves as translator for Spanish speaking families. The ESL teacher is the person responsible for conducting screenings, follow-up interviews and administering the LAB-R when necessary. Students who score below proficiency on the LAB-R become eligible for services for ELLs. The administration of the LAB-R within the first 10 days of new enrollments is on-going. The Spanish LAB-R is administered to students who speak Spanish at home and score below proficiency to determine language dominance. Parent Orientation Workshops are held within 10 days for determination of Parental choice of state-mandated ELL programs. The ESL teacher is the person responsible for conducting screenings, follow-up interviews and administering the LAB-R when necessary. Students who score below proficiency on the LAB-R become eligible for services for ELLs. The administration of the LAB-R within the first 10 days of new enrollments is on-going. The Spanish LAB-R is administered to students who speak Spanish at home and score below proficiency to determine language dominance. Parent Orientation Workshops are held within 10 days for determination of Parental choice of state-mandated ELL programs. The New York State English as a Second Language Test (NYSESLAT) is administered each Spring to determine English proficiency for services in ELL programs. To ensure all ELL's receive the NYSESLAT annually the ATS reports are used to monitor the completion of the assessment. The RLER in ATS is used to locate students eligible to take the LAB-R and the NYSESLAT
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. ELLs identified for state-mandated ELL programs are placed in the appropriate setting within 10 days of eligibility in accordance with parent choices. Every effort is made to maintain contact with the ELL parents in their native languages. Parents receive information via placement letters quickly and efficiently as their input throughout the process is crucial. Explanations are offered, questions are answered as every effort is made to render the requests of the parents. We ensure that parents understand the three program choices in NYC: Dual Language, Transitional Bilingual and Free Standing ESL. Parents receive information on the various programs available for the ELLs in NYC via DVD, DOE.NYC website and brochures in home languages. Translators are also provided, as requested, for question/answer sessions held before and after the DVD. Parents are given the Program Selection Form and other documents to select the program of their choice. If a selected program is not available at our school, administrators and other team members make necessary referrals and further direct the parents. Every effort is made to align parent choices with program availability. Parents are kept informed throughout the year in a variety of ways. Placement letters are placed in the student's cumulative file. Entitlement letters are distributed based on students progression in the program. Continued entitlement records are maintained by the ESL teacher. As situations dictate communication and consultations are held through one-on-one conferences, group meetings, letters, packets, etc. in parents preferred languages. When necessary, referrals and or contacts are made with Supervisors, Network Specialist, and District based ELL Specialists for assistance. Community outreach is also a resource for informational purposes.
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 [\[see tool kit\]](#).) The school along with the ESL Teacher ensures the entitlement letters are copied and distributed and Parent Survey and Program Selection forms are returned. The ESL teacher personally backpacks the letter for the students and follows up with a phone call to the parent to inform them that the letter is coming home with the child. This procedure provides immediate contact with the parent and lets the information get home in a safe and secure manner. If forms are not returned the default program for ELLs is

Transitional Bilingual Education as per CR Part 154. Letters are also issued for continuing ELL students. Letters are sent home in a student's native language. The original Home Language Identification Survey Form along with letters of eligibility, ineligibility and continued ELL services are placed in the students Cumulative Record Folder where they remain. The ESL Teacher and/or Coordinator keeps copies of these documents on file. The LAP is a living document that is shared with the entire staff at Staff Meetings. The staff is made aware of the importance of documents which are placed in the Cumulative Folders. It is clearly emphasized that these documents are not to be removed.

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.

Students are administered the LAB-R test, the ESL teacher scores it and tabulates the results. Once students are identified as ELLs, via the LAB-R, the ESL teacher shares this information with involved parties who in turn help to coordinate the ELL Parent Orientation. The Parent Orientation occurs within 10 days of student enrollment and determination of eligibility for state-mandated ELL programs. Using the resources provided by the OELLs in the EPIC, the parents go through an orientation. Parents receive information on the various programs available for the ELLs in NYC via DVD, DOE.NYC website and brochures in home languages. Translators are also provided, as requested, for question/answer sessions held before and after the DVD. Parents are given the Program Selection Form and other documents to select the program of their choice. If a selected program is not available at our school, administrators and other team members make necessary referrals and further direct the parents. Program choices along with necessary information is made available. For parents that are unable to make the ELL Parent Orientation in person, a teleconference Orientation is planned and delivered also if feasible the parent is directed how to view the Orientation Video on-line. The information is provided in the parent's preferred language choice as per the Home Language Identification Survey. Students are placed in preferred programs within 10 days of eligibility for state-mandated ELL programs. DOE's Translation and Interpretation Unit also assists parents and personnel who need translations of parent notifications. Free over the phone interpretation services are provided to parents through this resource. Also provided is assistance with translations of other relevant information. Over the phone translations have also been provided for our ELL parents with the help of our School Translator, Mrs. Arroyo. As per CR Part 154, if a program choice form is not returned, parents are informed that the default program for ELLs is Bilingual Education.

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.

New York State English as a Second Language Test (NYSESLAT) is administered each Spring to determine English proficiency for services in ELL programs. To ensure all ELL's receive the NYSESLAT annually the ATS reports are used to monitor the completion of the assessment. The RLER in ATS is used to locate students eligible to take the LAB-R and the NYSESLAT. The NYSESLAT is administered in four sessions, one for each subtest. The Speaking section is administered first to student individually by the teacher of ESL while another certified school member completes the score form. The Listening, Reading, and Writing sections are scheduled after in the order that is recommended by the state. Testing is provided in small groups and by grade. Testing protocols are adhered to ensure validity of the NYSESLAT exam.

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. 

The Language Allocation Policy (LAP) Team members consists of Melessa Avery (Principal), Sylvia Egal (Assistant Principal), Janet Huger (Assistant Principal), Christine Karmo (Parent Coordinator), Melissa Ford (Science/Literacy Teacher), Maria Speranza (Test Coordinator), Pamela Woodstein (Teacher of ESL/ESL Coordinator/Teacher of SETSS), Abbe Berger (General Education/Special Education Guidance Counselor), Josephine Arroyo (Translator/Dual Language Teacher), Maribel Torres/Dual Language), Linda Cobbs-Lucas (Speech Therapist), Sylvia Hooper (Data Specialist/Dual Language Program Coordinator), Tomeka Bowers (Parent), and Lucius Young (Network Leader). Pedagogues not officially serving on the team but are available for translation includes Yannick Benjamin (School Nurse) for French-Creole families.

At PS 273 we follow CR-Part 154 as parent's choices are honored for programs. The program trend for the past few years has been Free Standing ESL. All parents have consistently selected this option. All parents have submitted Selection Forms. We also have a Dual Language Program that is offered on grades 1 and 2. We ensure that parents understand the three program choices in NYC: Dual Language, Transitional Bilingual and Free Standing ESL. If our numbers for requests for ELL Programs not currently offered at our school change, we can reconnect with the parents to issue this new information. Besides the ELL Parent Orientation, we ensure that throughout the year parents of ELLs receive information on the various programs and their characteristics during the PD programs and meetings organized by the Parent Coordinators. Parents of ELLs are integrated into the PD for the whole

community. In addition, specific PD for them is planned that addresses the needs of the parents and teaches them about second language acquisition and development.

## **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])?

PS273 has an ESL pull-out program that currently services students in grades K-5. Students in pull-out receive instruction by certified ESL teacher. ESL instruction is provided according to mandates. The program is ungraded but two heterogeneous groups have been created to help guide instruction. Ability levels and individual needs are also taken into account. There are no bi-lingual classes at this time. The home languages represented are Spanish and Yourba. The ESL program is conducted in English. Along with our school translator, Mrs. Arroyo, translators representing other languages are available and are utilized, as needed. There are five Special Education students receiving ELL services whose home language is Spanish.

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)?

ELL students received ESL services based on the results of their NYSESLAT or LAB-R proficiency levels as per CR Part 154. ELL students on the beginner through intermediate levels of English proficiency will receive 360 minutes of instruction per week in the ESL pull out program. Students are pulled out 4x a week for 90 minute sessions. ELLs receive instruction in content areas through thematic units of study along with ESL lessons. Advanced students will receive 180 minutes of ESL/ELA instruction in the ESL pull out program and 180 minutes of ELA instruction in the classroom setting where the teacher incorporates ESL strategies for teaching. Students are pulled out 2x a week for 90 minute sessions. The ESL teacher, classroom teachers and supporting staff will meet and confer monthly to offer best possible practices on behalf of the ELL students. The literacy program is divided into three parts. There is a 30 minute Skill Development Block which includes phonemic awareness, phonics, and work study, a one-hour Reading Block and a one-hour Writing Block. Students in grades K-2 receive a two and a half hour literacy block each day. The ESL teacher and school administrators have scheduled blocks of time in the ESL program schedule in order to ensure that all ELLs receive their mandates.

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.

Students who arrive with home language literacy skills receive academic support as they transfer knowledge directly as they are learning to read and write in English. Content area instruction is carefully planned and scaffolded, vocabulary is emphasized, language objectives are identified, materials used are well thought out, lessons should be adapted to reach different learning styles, proficiency levels and abilities for newcomers. The newcomers' backgrounds must also be considered. The teachers in collaboration with administration, coaches and other staff work to design the best educational experiences possible for these students. ESL teaching methodologies are shared and incorporated as ELLs are engaged in writing across genres on a variety of fictional and non-fictional topics as strategies differ based upon the difficulty of the language encountered and the amount of emphasis needed in a particular content area. They learn how and why writers write, the structures of different genres and author's craft. Content Area vocabulary is emphasized as ELLs learn new words encountered in subject areas. Teachers demonstrate the act of writing by engaging in Think Alouds to help ELLs understand the connection between thinking and writing. Grade and age appropriate vocabulary is developed, as well as phonemic awareness, phonics. Students are also provided with content instruction while incorporating ESL methodology and techniques including the use of visuals, modified text, TPR, graphic organizers, and scaffolding. Native language supports are also available if needed.

The instructional practices for ELLs in the early stages include language modeling, visual aids and context clues to obtain and convey meaning with the focus on comprehension. As development continues, the uses of video tapes, cassettes, and earphones are concrete, helpful tools for learning English. Hands-on activities, computers, dialogues, motivational conversations, chants, arts, literature and multicultural activities are all necessary and useful practices that enable ELL students to acquire and develop English language skills. With the demands of the Common Core Learning standards, the ESL curriculum reflects these changes while working towards the 6 instructional shifts. Instructional practices will include modeling how to respond using text-based answers, writing from sources, using academic vocabulary, and increasing the use of text complexity. Students must be instructed

to use the evidence they collect from what they read in order to form cogent and convincing opinions and arguments in the writing they produce. Students must also begin to think and argue through texts by constantly being asked to find evidence in what they have read. There is also an increase in the use of non-fiction, writing in response to reading, and expository writing. Last, instruction will develop students ability to use and access words that are showing up in everyday vocabulary, but are slightly out of reach for our students, thus utilizing context clues and the contextual understanding of words and domain specific terminology.

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

The Spanish LAB-R is administered to students who speak Spanish at home and score below proficiency to determine language dominance. Whenever possible, native language proficiency in content areas is used during literacy instruction in order to build English proficiency. Pre-reading skills are developed as scaffolding is incorporated in lessons. The use of graphic organizers help to structure information as students try to relate prior knowledge to material being taught. Schema is activated as visuals, technology, audio aides, reader's theater, and discussions help. The ESL teacher and testing coordinator also work together to ensure that students receive appropriate testing modifications such as the use of a bilingual glossary when applicable.

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

The goals of the instructional strategies in the ELL program are to enable students in all academic areas while acclimating themselves to a new culture. All curriculums are presented in English. ELLs receiving services for 4-6 years are given extra support in areas of weaknesses noted as a result of their ELA, Math, Content Area, NYSESLAT/ LAB-R Formal Assessments and Informal Assessments. Data is collected from these resources as instruction is designed in those areas. Students are provided with work, which is contextually relevant and reflects the urban experience. Students and staff are trained to access technological resources to facilitate the writing/learning processes. Teachers strive to structure assignments to tap higher order thinking skills. All staff is assisted in understanding the lingering problems in negotiating a new language. Students, parents and teachers are encouraged to develop activities, which reflect the rich diversity of our school community. ELL services will be provided by the ESL teacher. The instructional strategy will enable our students to listen, speak, read and write with more facility in English so they become productive American citizens. They will be employable and life-long learners. Beginners and those in grades K-2 experience learning utilizing the "Amazing English" program and curriculum. The program incorporates phonemic awareness, phonics, sight word study, stories with related activities, songs, chants, poems, rhymes as the students practice learning new words, reading and writing across the curriculum. The ELL students are appropriately evaluated in all four modalities with the use of running records, formal and informal assessments, observations and classroom activities to monitor English acquisition throughout the year.

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).

a. In the event that we will have SIFE students we plan to provide support with the mandate ESL instruction as per CR 154 regulations. by offering an environment that meets the social, cultural and linguistic needs of these students. Trained staff will use instructional methods designed to meet their individual needs. Sheltered instruction that modifies English language instruction can help make the subject matter more comprehensible to students with limited vocabulary. Learning will be differentiated through sheltered instruction that includes visuals, collaborative learning activities, audio aides, and demonstrations. Standards can be adapted so that explicit teaching of the most critical content area vocabulary and information is presented in a way that can be most effective and age-appropriate.

b. Newcomers (ELLs in US schools for less than three years) will be provided with ESL services based on CR 154 regulations. They are welcomed as teachers, specialists, and others become familiar with their linguistic and cultural backgrounds. Basic facts are learned about the students and their families. Information is gathered by assigned staff concerning the students prior experiences student's home/native language is accessed. It has been proven feasible to start with ESL and classroom thematic units on themes such as: All About Me, Where We Were Born, Family Origins" and other units of this type. Our Administration is very involved in all aspects of the newcomers successful adjustment and welcome to our school as they reach out to the families and students. Tours are given, key personnel are pointed out. Our Parent Coordinator, Mrs. Karmo ensures that notices, letters, etc are offered in preferred languages. Newcomers are paired with a friend or buddy to help them learn and feel comfortable in their new environment. A variety of formats are put in place to meet the multiple of needs the newcomers and their families. As we begin to know more about the students teachers and

staff are better able to offer social and academic support as programs are differentiated to meet their individual needs. c. ELLs receiving services for 4-6 years will continue with their mandated ESL services. They will also be given extra support in areas of weaknesses noted as a result of their ELA, Math, Content Area, NYSESLAT/ LAB-R Formal Assessments and Informal Assessments. Data is collected from these resources as instruction is designed to address and remediate these deficiencies. Students are provided with work, which is contextually relevant and reflects the urban experience. Students and staff are trained to access technological resources to facilitate the writing/learning processes. Teachers strive to structure assignments to tap higher order thinking skills. All staff is assisted in understanding the lingering problems in negotiating a new language. Students, parents and teachers are encouraged to develop activities, which reflect the rich diversity of our school community. ELL services will be provided by the ESL teacher. The instructional strategy will enable our students to listen

d. Long term ELLs receiving 6 or more years of services will continue with mandated ESL services with additional RTI support within ESL instruction and in the classroom. These students will be given Academic Intervention Services, as appropriate, in the areas of weaknesses noted as a result of their ELA, Math, Content Area, NYSESLAT and informal assessments. If a child continues to struggle despite the further intervention provided, a formal evaluation for additional services may be needed.

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?

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

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

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?

When IEP meetings are held, teacher feedback, observations, and assessments are used to determine the needs of each individual child. Students are provided with the least restrictive environment where they can attain English proficiency and achieve progress in working on their IEP goals. The ESL scheduled block time was created with a team to ensure that students receive their ESL mandates in addition to their IEP mandated related services. The Special Education Teacher works closely and networks regularly with the Teacher of ESL when addressing the needs of students being serviced per IEP mandates. ESL strategies and lessons are tailored for the classroom teacher using ESL support materials. Content area vocabulary is introduced via diagrams, picture representations, vocabulary games, flash cards and other audio and visual means. Informal assessments are ongoing as progress is monitored. The teacher is encouraged to offer frequent positive reinforcement in all subject areas, as warranted. More time is given to the student to complete assignments, as needed. Hard copies, as well as, on-line and audio bilingual glossaries and dictionaries offer differing approaches to assisting the student in the classroom setting with vocabulary, parts of speech, pronunciation, etc. Materials and lessons are differentiated and broken down in very small steps until evidence of comprehension is reached. The ESL teacher and the Special Education teacher address IEP goals while designing lessons best suited for the student. Cultural factors are considered along with the individual learning needs and styles of the students.

**Courses Taught in Languages Other than English **

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

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

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

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

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

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.
- Programs/services are open to ELLs and others on an equal basis according to individual needs. Programs are school-wide. Former ELLs all receive invitation to participate. Services and resources correspond to ELLs ages and grade levels. The Science Teacher, Ms. Ford provides support in preparation for NYS Science Exam along with testing accommodations when administered to 4th grade ESL students. Students can also be provided with Academic Intervention Services and RTI. ELL students also attend the after school program provided for test prep in ELA and Math 2x a week. Students also attend lunch and learn program provided by selected teachers in their classroom to provided additional intervention.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- PS 273 offers a strong and vigorous program for ELLs as they prepare to take the ELA for the first time. Whenever possible, native language proficiency in content areas is used during literacy instruction in order to build English proficiency. Pre-reading skills are developed as scaffolding is incorporated in lessons. The use of graphic organizers help to structure information as students try to relate prior knowledge to material being taught. Schema is activated as visuals, technology, audio aides, reader's theater, and discussions help strengthen skills. Students performance in the program to ensure their needs in content and language development is reviewed monthly through assessments, classroom observations, running records and classroom activities. It is important to review students progress to assess effectiveness in the program and to ensure students learning.
11. What new programs or improvements will be considered for the upcoming school year?
- This upcoming school year the new programs being implemented are Go Math and ReadyGen. The school is also using the Reading Plus program that will be used to target 100 students who are performing below in their reading fluency, comprehension, and recalling of information in a text.
12. What programs/services for ELLs will be discontinued and why?
- As of date there are no programs/services slated for ELLs that will be eliminated or discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are invited to attend all school programs. Letters are sent home in student's native language. Parents are encourage to participate in school programs and are provided with information to participate in PTA meetings, book clubs, and the Parent Cookshop program. Parents are also welcomed to suggest programs they would like and the Parent Coordinator will assist with helping them when applicable. Afterschool Programs are open to all students in grades 3-5 which focuses on Test Prep and strategies in Reading and Math. This will help students develop strategies for test preparation. In the Spring afterschool programs for 1-2 provided additional reading and math instruction when available.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Students participate in computer generated programs such as, "Starfall" and "QuickRead" reading and writing programs. The practices for ELLs in the early stages include language modeling, visual aides and context clues to obtain and convey meaning with the focus on comprehension. As development continues, the uses of video tapes, cassettes, and earphones are concrete, helpful tools for learning English. Hands-on activities, computers, dialogues, motivational conversations, chants, arts, literature and multicultural activities are all necessary and useful practices that enable ELL students to acquire and develop English language skills. Students also participate in ST math with the math cluster teacher which incorporates technology into the math content. Videos are also used as a supplement to enhance comprehension of math concepts.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is offered through use of bi-lingual glossaries and dictionaries, leveled libraries, books in native languages, audio and visual aides to help support content areas, teaching content embedded vocabulary using native languages as support, games, dramatization, parental input and involvement in lessons and activities. Technogology is incorporated in activities, writing assignments, study of grammar and usage and English language practice of reading passages and skills.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- The ESL teacher strives to ensure that required sevices for ELLs do support their learning at all ages and grade levels. The ESL teacher collaborates with the classroom teachers to promote the academic success of all ELL students. The teachers communicate the needs of their students, and the ESL teacher makes sure that the proper resources are available at all ages and grade levels
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.

Before the start of the school term, in many cases, ELLs visit at time of enrollment. Our Principal, Ms. Avery welcomes the children and their families. The Parent Coordinator reaches out to the parents to help secure information, answer questions, and further assist. Translators are on hand if possible, if not, contacts are made. There are onsite translators for the languages in the school. Further assistance is needed administration reaches out to the network. The parents and children are taken on a tour of the school to help with adjustment to the new environment. Packets or brochures are handed out, such as, "What your child needs to learn..." Literature is offered in language of choice. They are introduced to key staff and shown the basic layout of the school. Newcomers are made to feel completely welcome as they look forward to joining our school family. Literature, calendars, school newsletters, posters pertaining to upcoming workshop, community activities, etc are always available at front entrance of school building. Bulletin boards are always kept up to date. Translators and interpreters are on hand throughout the day. If not available, all avenues are explored to secure help with home languages not readily available for translation. Support is offered from selected School Support Organizations (SSOs), localized Integrated Service Centers (ISC) and the Translation and Interpretation Unit. When necessary follow ups are made in person or by phone until parents have the information required or requested.

18. What language electives are offered to ELLs?

N/A

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)?

The Dual Language Program operates in two self-contained classrooms, one on first grade and second grade level. There is one Teacher assigned, Mrs. Maribel Torres, for first grade and Mrs. Josephine Arroyo, for second grade who provides instruction in both languages. Languages: English/Spanish.

ELLs and EP students receive instruction for 60% of the academic day in English and 40% of the academic day in Spanish. The ELLs and EP students are integrated the entire school day. Subject areas taught in Spanish are Phonics using *Estre Aita* also, Social Studies and Science using *Una Vista Mas A Fondo*. Emergent literacy is taught using both languages at the same time (simultaneously). Students are taught using both languages during the morning routines, skills, and the incorporation of the thematic study each month. Some themes that were taught already in the classroom are All About Me, My Family and Friendship.

## 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.

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

The teacher of ELLs also attends workshops through the OELLs. Topics may include:

Directives on how to incorporate Common Core and NYS ESL standards when modifying, scaffolding and/or otherwise individualizing

instruction that meet grade and ability level expectations.

Instructional and developmental criteria for implementations of differentiated instruction.

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

Emphasizing Key Vocabulary

Promotional Policies for ELLs

How can we scaffold and modify individualized homework assignments?

Ideas for 'Response to Literature' for ELLs

Genre-Non-fiction Scaffolding lessons and activities for ELLs

Poets and Poetry Around the World

Giving ELLs extra support for completing class projects.

Improving Writing Skills (content and mechanics)

Professional development opportunities are offered for teachers of ELL students and other staff members. The BESIS Training for Updates, the ELL Academic Writing Institute and the EPIC—ELL Identification and Parent Information were attended by the certified ESL teacher and turn keyed to the staff. Differentiated Instruction workshops are on-going and are provided to all staff. Additional workshops are attended and turn-keyed by the ESL teacher/coordinator to further support professional growth and keep updated on current strategies. Professional development records are maintained in the school office filed with the agenda and the attendance sign in sheet of the staff that attended the workshop.

Staff receives information about application processes and procedures as students transition from elementary school to middle school. Our Guidance Counselor, Mrs. Berger provides applications to all students on an equal basis. There is now a Middle School Choice Enrollment Application which is provided to all students. The Guidance Counselor is familiar with all protocols and procedures and has been provided with the proper training to assist in the transition of ELL students. Materials and all forms are translated as needed. Professional development programs for teachers and other staff responsible for the delivery of instruction to limited English proficient students includes workshops that focus on differentiating instruction. The ESL teacher also provides teachers with strategies that are effective and processes that can be utilized to strengthen the academic skills of the students of ESL.

## 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?

Before the start of the school term, in many cases, ELLs visit at time of enrollment. Our Principal, Ms. Avery welcomes the children and their families. The Parent Coordinator reaches out to the parents to help secure information, answer questions, and further assist. The Parent Coordinator also sends home a survey to find out from parents what kind of workshops they would be interested in. Workshops are held in response to parent's input. Throughout the school year, parents' needs are re-evaluated through feedback from workshops and communication with our Parent Coordinator. Parents are also invited to attend assemblies and classroom activities. Translators are on hand if possible, if not, contacts are made. There are onsite translators for the languages in the school. If further assistance is needed administration reaches out to the network. Newcomers are paired with a friend or buddy to help them learn and feel comfortable in their new environment. A variety of formats are put in place to meet the multiple of needs the newcomers and their families. Literature, calendars, school newsletters, posters pertaining to upcoming workshops, community activities, etc are sent home to parents and are always available at the front desk. Notices are translated by Ms. Arroyo when needed. As we begin to know more about the students teachers and staff are better able to offer social and academic support as programs are differentiated to meet their needs.

### **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: 19K273 School Name: Wortman School

Cluster: CFN Network: 408

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

### **Part A: Needs Assessment Findings**

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

In September, the parents preferred language form is sent home to families. The student's Home Language Survey also determines the language preference for families. This information is documented. The data and methodologies are also used to assess the school's parents who are non-English speaking were done through a survey developed by the School Leadership Team and the PTA. Information from the Learning Environment Survey also serves as data to implement change. Meetings are held with the ESL teacher to address direct concerns of parents. Translation services are implemented when needed.

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

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

## Part B: Strategies and Activities

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

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

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

A team of translators are always on hand within the school. The team of translators consist of teachers, parents, and other staff members. Translators will be used at the request of the parent. Translators are on hand for Spanish and French Creole. Services will be conducted by staff that are in house based on language of staff. Any language that is outside the scope of the in-house staff will be referred to the network for further assistance. If it is determined that translation services are needed, it will be documented in ATS and the student's blue card.

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

PS 273 fulfills the Chancellor's Regulation A. 663 and are in compliance. We hand out Preferred Language forms to all parents upon admittance during the school year. The primary language spoken by the parent of each student enrolled in the school is determined within the first 30 days. The school maintains an appropriate and current record of the primary language of each parent. Such information is entered in ATS and on the student emergency card. The student's family needs are also determined and translation services if needed. All parental information will be disseminated in their home language when requested. Report cards, school notices, and other information are disseminated to parents in their desired language.