



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: P.S. 273
DBN (i.e. 01M001): 27Q273
Principal: BRENDA WARD
Principal Email: BWARD2@SCHOOLS.NYC.GOV
Superintendent: MICHELE LLOYD-BEY
Network Leader: LISA PILASKI

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
Brenda Ward	*Principal or Designee	
Joycelyn Sampson	*UFT Chapter Leader or Designee	
Sandrica Sookdeo	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Stephen Calvano	Member/ Staff	
DonnaMay Davis	Member/ Staff	
Patti Egensteiner	Member/ Staff	
Shazia Begum	Member/ Parent	
Flor Mafla	Member/ Parent	
Michael Ramlagan	Member/ Parent	
Netchanok Tudor	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.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- 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.
- 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 CEP 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 CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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).
- 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.
- Describe the programmatic details 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 located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 82% of students in grades 2 and 3 taking the Fountas and Pinnell school wide reading assessment will score at or above grade level.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Literacy development starts early in life and is highly correlated with school achievement. The fundamentals for a successful early reader, requires that both cognitive and language skills are learned before children reach school age. The school will implement proven methods of scientifically based research reading instruction in classrooms to systematically and explicitly differentiate instruction in phonemic awareness, phonics, comprehension, vocabulary and fluency to ensure that all students learn to read well by the end of third grade.

77% of our first grade and 83% of our second grade students scored on or above grade level on the Fountas and Pinnell Reading Assessment for the 2012-2013 school year. This year, we have to take into account our third graders. In order for our third grade students to reach a level *P* on the end of the year assessment, they must continue to make great strides in reading with automaticity and deep understanding to be on track for being college and career ready.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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. Teachers will focus on implementing strategies for reading texts during shared and guided reading through the consistent use of our Common Core aligned Curriculum, *ReadyGen*, to guide instruction.
2. Teachers will scaffold the use of higher order thinking questions and check for student understanding during and after the lessons.
3. Teachers will assess, record, and document independent reading levels on a monthly basis for each student to track student growth. Students in need of additional support to meet grade level standards will be tested more frequently.
4. Teachers will analyze student work (reading and writing) in grade team inquiry meetings to determine exemplars of quality and implement effective school-wide instructional strategies.
5. Teachers will attend monthly Data Meetings with the Principal to discuss student growth, and the effectiveness of the intervention programs/supports and resources in place. Principal will also discuss trends and findings based on informal observations.

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

1. Teachers will attend ongoing curriculum training for *ReadyGen* implementation conducted by the publishers.
2. Teachers will attend data informed school-wide professional development based on the Professional Development Plan and ongoing teacher need. Students will also be able to receive additional reading comprehension practice through *Reading A-Z* and *Raz-Kids* online reading comprehension programs for use at home and in the classroom, and *Imagine Learning English* on line program for our ELL students for use in school.
3. Teachers will use Fountas & Pinnell Benchmark books to determine independent reading levels.
4. Teachers will engage in inquiry team work to look at teacher practice and student work to ensure alignment with CCLS and to identify and provide recommendations for teachers to address the gaps, trends and patterns.
5. Principal will review quantitative and qualitative data and meet with teachers and grade teams to identify support needed by individual teachers and grade teams.

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

1. Core Assessment results will be used to inform the gaps in learning and inform instruction or modification to the curriculum maps.
2. Professional Development Reflection forms and classroom observations will determine the effectiveness and impact of strategies learned.
3. Progress monitoring will occur in 6-8 week cycles. Students who are not progressing at the desired rate will receive intervention using the Great Leaps

Intervention Program.

4. Benchmark Assessments as well as progress monitoring results will be used to inform instructional practices.
5. Principal blocks time daily to interact with students and informally observe teaching and learning during ELA instruction.

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

1. Teachers will attend at least four *ReadyGen* Professional Development workshops from September – June. Teachers who attend will turn-key the information for those who are unable to attend.
2. Monthly Professional Development and additional training will occur at faculty conferences and grade team meetings and on an as needs basis.
3. Teachers will administer Baseline (September), Midline (January) and Endline (May) Benchmark Assessments to determine reading levels.
4. Grade teams will engage in Inquiry Team Work at least two times per week during common prep periods from November 2013– June 2014
5. Principal will conduct informal observation and classroom visits daily from September 2013- June 2014.

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

1. Teachers will be released to attend professional development workshops while substitute teachers cover their program.
2. Truncated days have been scheduled once a month to provide a two hour block of time for professional development.
3. To ensure test validity, a different teacher will assess students each benchmark assessment period.
4. At least three common prep periods each week for teachers have been put in place in the master schedule.
5. The principal will block out time during the day to ensure regular classroom visits.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. Open House, workshops and Literacy Night have been established for parents and will serve to provide assistance to parents in understanding our new *ReadyGen* curriculum and CCLS.
2. Parents will receive progress reports during each assessment period to inform them of their child's progress.
3. The Parent Coordinator and selected staff members will provide literacy workshops each month which will include workshops on the Benchmark Assessment levels and questioning techniques. Parents will be provided with reading strategies and resources to build their capacity to help their children at home.
4. Each grade will provide weekly and/or bimonthly newsletters and communication to parents that include reading tips, online resources and share information on upcoming topics.
5. Meetings with groups of parents or individual parents of students who need additional support will be scheduled to discuss student progress and the development of our action plan.

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 85% of students in grades K-3 will score at or above grade level in math as evident by local and State assessments.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Students are now being asked to meet the rigorous Common Core Learning Standards to be college and career ready. Students in grades Pre-K through 3 will need to receive the foundational prerequisite skills necessary to meet the challenging demands to succeed in future grades. Based on our 2012-2013 Quality Review, an area for improvement included putting in place the ongoing practice of developing coherent, aligned curriculum maps that incorporate

the Common Core Learning Standards to ensure a rigorous curriculum that challenges all students to score at or above grade level on standardized assessments. Students are now being asked to solve more challenging problems based on real-world situations and explore the reasoning behind arguments to arrive at a solution. Therefore, it is necessary for us to continue to look deeper at our math curriculum *Go-Math* and its ability to help us meet the challenge.

Instructional Strategies/Activities

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

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

1. Teachers will implement the Common Core aligned curriculum, *GoMath* that incorporates four performance tasks in Operations and Algebraic Thinking (K-3), Number and Operation in Base 10 (K-3), Fractions (3), Measurement & Data (K-3), and Geometry (K-3).
2. Teachers will develop collaborative lessons that incorporate Operations and Algebraic Thinking (K-3), Number and Operation in Base 10 (K-3), Fractions (3), Measurement & Data (K-3), and Geometry (K-3). Teachers will review *GoMath* curriculum in conjunction with its related resources (Itools, animated videos, Lymboo on-line math program) to ensure alignment .
3. Teachers will analyze student work and assessments in grade team inquiry meetings to determine exemplars of quality and implement effective school-wide instructional strategies and the program's alignment with CCLS.
4. Teachers will participate in one on one data conversations with the Principal to discuss and analyze student data and develop an action plan for improved student work and teacher practice.

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

1. Teachers will attend ongoing curriculum training for *GoMath* implementation conducted by the publishers.
2. Teachers will meet during common planning time to reflect and modify units and lessons to ensure alignment to the Common Core. Teacher teams will also incorporate multiple entry points and scaffolds to provide rigorous instruction to maximize student growth.
3. Teachers will meet in inquiry teams to analyze assessment results to identify gaps, trends and patterns and to ensure that students are progressing at the desired rate to meet the end of the year grade level goal.
4. Principal will review quantitative and qualitative data and meet with teachers and grade teams to identify support needed by individual teachers and grade teams.

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

1. Core Assessment results will be used to inform the gaps in learning and inform instruction or modification to the curriculum maps. Professional development reflection forms also determine the effectiveness of the strategies taught.
2. Lesson plans will be developed that reflect Domain 1e. Teachers will incorporate or modify unit plans to meet the needs of our student body. Formal and informal classroom observations will determine the effectiveness and impact of strategies learned.
3. Students will demonstrate mastery of the mathematical practices taught.
4. Principal will identify resources and professional development needs of teachers.

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

1. We anticipate this goal being completed by June 2014.
2. Teachers will attend at least four GoMath Professional Development workshops from September – June. Teachers who attend will turn-key the information for those who are unable to attend.
3. Teachers will meet at least once each month to reflect on chapters taught and its effectiveness on student performance.
4. Principal will meet with teachers once a month during grade conferences from December 2013-June 2014.

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

1. Teachers will be released to attend professional development workshops while substitute teachers cover their program. Teachers attending trainings will be required to turn-key to other staff members.
2. Truncated days have been scheduled once a month to provide a two hour block of time for professional development.
3. At least three common prep periods each week for teachers have been put in place in the master schedule. Using a student work protocol, teachers will assess performance tasks and record findings in a notes template to be shared with the Principal.
4. The principal will block out time during the day to ensure regular classroom visits.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent

Involvement Policy (PIP).

1. Provide math workshops based on our new *GoMath* curriculum and the assessed needs of the parents. These workshops will serve to build parents' abilities to help their children at home.
2. Open House and workshops have been established inviting all parents to attend formal presentations and workshops that address meeting the Math Common Core Learning Standards.
3. The Parent Coordinator and selected staff members will provide assistance to parents in understanding the CCLS and the embedded performance tasks.
4. Each grade will provide weekly and/or monthly newsletters and communication to parents that include math tips, online resources and upcoming topics.

Budget and Resource Alignment

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

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

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, teachers and administrators will develop a shared, school-wide practice of instructional excellence which meets the needs of all students by conducting at least three cycles of informal observations for all teachers focused on Student Engagement: assessment in instruction and questioning and discussion techniques.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

For our 2012-2013 Quality Review, one of the Areas for Improvement was noted as follows: Deepen the use of strategic teaching strategies that embed multiple entry points in the curricula for all learners, including relevant subgroups and result in higher-order thinking for all students. (1.2)

High levels of engagement were not evident in all classrooms. In some classrooms, more advanced students quickly completed the task, yet they had to wait for the rest of the class to "catch up". Hence, not all students engage in critical thinking tasks that are strategically discussed at the team level in order to maximize student learning.

As a result our instructional focus this year is: *Teachers will use varied texts and/or scaffolds to ensure multiple entry points for all learners.* Therefore, the majority of our informal observations will focus on Domain 3: Instruction; Competency 3c – Engaging Students in Learning.

Instructional Strategies/Activities

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

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

1. Develop and implement a coherent PD plan for teachers that integrates the selected components of the Charlotte Danielson's Framework for Teaching Rubric
2. Principal will engage in frequent cycles of classroom observations, and collaborative examination of student work and teacher work
3. Principal will create and follow a schedule for teacher observation and provide timely written and verbal feedback to teachers that incorporates components of The Charlotte Danielson's Framework for Teaching Rubric
4. 100% of the teachers will engage in Instructional Rounds with administration to log learnings, noticings and/or questions and provide their colleagues with suggestions for next steps

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

1. The Professional Development Committee
2. The Principal, Talent Coach and CFN 108 Curriculum Specialists
3. The Principal

4. All Teachers and the Principal
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 1. The Professional Development Committee will review, and revise the Professional Development Plan. We will also review the NYC Environment Survey results and the Charlotte Danielson's Framework for Teaching self-assessments on ARIS to ensure that we are meeting the teachers' needs. 2. Observation Schedule Spreadsheet 3. Observation Feedback 4. Facilitation of teacher participation in professional development opportunities
4. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> 1. Ongoing throughout the school year. 2. September 2013 – June 2014 3. [Teachers will receive timely (within 48 hours), evidenced-based feedback and action steps to improve their practice from September 2013 – June 2014 4. Ongoing throughout the school year.
5. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> 1. The Professional Development Committee will meet monthly during the established first period common prep. 2. The Charlotte Danielson Framework for Teaching will be used to provide feedback to teachers. 3. Feedback will be shared with teachers using the Advance System. 4. Classes will be covered by substitute or cluster teachers to provide time for teachers to engage in intervisitations.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
The Principal will conduct workshops at School Leadership Team, Title I Committee and at PA meetings to update parents on the new Teacher Evaluation System – Advance and its implications for instruction and improved student outcomes

Budget and Resource Alignment

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

Goal and Action Plan #4

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

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, there will be a 2% increase from 80% to 82% of our parents' participation in parent workshops and other school initiated activities to create a shared responsibility for student and school success.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
When schools and families work together there is a higher success rate overall. Students do better in school, parents become empowered, teacher morale improves and the community grows stronger. Our goal is to create structures and events to attract and inform parents on educational and community activities to ensure that parents understand what students should know and be able to do in each grade in order to be college and career ready.
According to our 2012-2013 Quality Review, parental engagement was a strength for our school. However, in light of the Department of Education's Instruction Expectations, our implementation of the Common Core Learning Standards and our new core curriculum (<i>ReadyGen</i> and <i>GoMath</i>), it is important for us to continue to strengthen the home-school connection to inform, and engage our parents in understanding the standards to ensure that all

students achieve at high levels.

Instructional Strategies/Activities

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

• **Strategies/activities that encompass the needs of identified subgroups**

1. Provide parent outreach and maintain ongoing communication
2. To maintain a Parent Advisory Committee and SLT Team
3. Engage parents in school-wide activities
4. Recognize and celebrate parent participation

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

1. Parent Coordinator will schedule and conduct workshops, write letters, create flyers, and pamphlets, send emails and make phone calls to encourage parent participation at meetings
2. Principal, PA president and Title I Parent Committee will conduct monthly meetings to assess parent needs and develop an action plan
3. All school personnel
4. All school personnel via family handbook, newsletters, calendars, flyers, phone calls, announcements, parent conferences and letters.

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

1. Bi-annual parent surveys as well as workshop feedback sheets will be used to determine ongoing parent needs and monitor parental feedback
2. PAC and SLT input in the decision making process
3. Attendance at PA meetings, Monthly Guest Reader Fridays, special events and monthly cultural celebrations
4. Attendance at Mother’s Day Tea, Father’s Day Breakfast and other Parent Celebrations

• **Timeline for implementation and completion including start and end dates**

1. Beginning of the Year (November), School Environment Survey (March) and End of the Year (June); feedback sheets at workshops (Sept. 2013 – June 2014)
2. Monthly PAC, SLT meetings will occur once a month from September 2013-June 2014
3. September 2013 - June 2014
4. September 2013 - June 2014

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

1. Title I, Title III and the Parent Coordinator funding will be used to purchase resources for parents
2. The Parent Advisory Committee and SLT will meet monthly at a time that is convenient for parents (before or after school)
3. Each team will maintain attendance sheets and the Parent Coordinator will maintain and update the parent participation spreadsheet to document our progress towards meeting our goal
4. Translations services will be utilized by staff members, parent volunteers and when necessary from the Office of Interpretation and Translations

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

- Actively involve parents in planning, reviewing and improving the funded programs and parental involvement policy of the school
- Support school level committees that include parents such as the School Leadership Team and the Parent Association. Provide technical support when needed.
- Provide workshops based on the assessed needs of the parents. These workshops may include topics such as: parenting skills, ESL, computers, and homework help workshops around the Common Core Learning Standards and the core curriculum to build parents’ capacity to help their children at home. We will provide written translations when necessary.
- Host student performances in the evenings and mornings to showcase the academic and talent growth of our students.

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

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

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

6.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Great Leaps Imagine Learning English Foundations Ready New York CCLS Instruction ELA	Small Group, one-to-one, on-line tutoring and direct instruction	During the school day, and extended day
Mathematics	Lymboo Ready New York CCLS Instruction Math Starfall Advanced	On-line tutoring and direct instruction	During the school day, and extended day
Science	Guided reading instruction, modeling, scaffolding Harcourt Science materials	Small Group and direct instruction	During the school day
Social Studies	Guided reading instruction, modeling, scaffolding Core Curriculum non-fiction trade books	Small Group and direct instruction	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling provided by the Social Worker	Small group and one-to-one	During the school day – once a week

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

- We have 100% highly qualified teachers.
- P.S. 273 has established a Hiring Committee (consisting of teachers and parents) who oversees and assists in the hiring of HQT. Teachers are identified and selected through the Open Market Transfer System and by recommendations from other HQT.
- We maintain a safe, nurturing and professional environment where teachers are appreciated and celebrated. Word of mouth and our reputation in the community has allowed us to have highly qualified staff members.

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).

High quality ongoing professional development to improve teacher practice (focused on the Charlotte Danielson's Framework for Teaching Rubric) and student outcomes is provided for our teachers, the principal and our paraprofessionals by our core curriculum providers, the principal, network curriculum specialists and cluster 1 staff developers and our teachers throughout the year – which are offered on a monthly basis. Our teachers also engage in inquiry work to ensure that our students are meeting and exceeding Common Core Learning Standards

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.).

- Literacy and math development starts early in life and is highly correlated with school achievement. Our Pre-K instructional program is aligned to the upper grade curriculum. Our program nurtures each child's learning experiences to provide the foundational literacy, math and social skills that prepare them to enter kindergarten and subsequently enhance school readiness. It allows our teachers to teach and assess early reading and math skills to identify and meet student needs at an early age.
- Because our school is a uniform school, in order to support Student in Temporary Housing, we have set aside funds to purchase uniforms and school supplies for students in need of this extra support.

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.).

- Literacy and math development starts early in life and is highly correlated with school achievement. The fundamentals for a successful early reader, both cognitive and language skills are learned before children reach school age. Our Pre-K instructional program is aligned to the upper grade curriculum. Our program nurtures each child's learning experiences to provide the foundational literacy, math and social skills that prepare them to enter kindergarten and subsequently enhances school readiness. It allows our teachers to teach and assess early reading and math skills to identify and meet student needs at an early age. In addition, our early childhood teachers attend the same workshops as all other teachers to stay abreast of current trends and practices in the field.
- The ESL teacher will provide ESL workshops for staff members and parents

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.

- Our teachers are an integral part of the decision-making process regarding the use of literacy and math unit assessments, analyzing Fountas and Pinnell, school wide writing prompt data, as well as the effectiveness of the strategies and learning activities. Teachers of each grade have 3-5 common prep periods per week enabling teachers to collaborate and engage in inquiry work. Teacher work include planning lessons to improve teacher practice, developing learning activities/strategies consisting of multiple entry points, discussing/analyzing student work, choosing appropriate materials, i.e. texts and resources, and aligning instruction with the Common Core Learning Standards, all in an effort to improve student outcomes. Our professional development topics are revised periodically to reflect the needs that have been identified as a result of teacher collaboration and surveys.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

Parent Involvement Policy (PIP)

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**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 27	Borough Queens	School Number 273
School Name P.S.273		

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 Brenda Ward	Assistant Principal
Coach	Coach type here
ESL Teacher Renee Palermo	Guidance Counselor
Teacher/Subject Area Joycelyn Sampson/ Writing	Parent
Teacher/Subject Area type here	Parent Coordinator Karina Gallo
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	222	Total number of ELLs	33	ELLs as share of total student population (%)	14.86%
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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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
SELECT ONE	11	16	4	2	0	0	0	0	0	0	0	0	0	33
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	11	16	4	2	0	33								

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	33	Newcomers (ELLs receiving service 0-3 years)	33	ELL Students with Disabilities	3
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	33	0	3	0	0	0	0	0	0	33
Total	33	0	3	0	0	0	0	0	0	33

Number of ELLs who have an alternate placement paraprofessional: 2

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

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 0 Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	9	15	2	2	0	0	0	0	0	0	0	0	0	28
Chinese	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	1	1	1	0	0	0	0	0	0	0	0	0	0	3
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	11	16	4	2	0	0	0	0	0	0	0	0	0	33

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)	3	2	2	1	0	0	0	0	0	0	0	0	0	8

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)	4	5	2	0	0	0	0	0	0	0	0	0	0	11
Advanced (A)	4	9	0	1	0	0	0	0	0	0	0	0	0	14
Total	11	16	4	2	0	0	0	0	0	0	0	0	0	33

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Integrated Algebra	0	0	0	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math 0	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
Other 0	0	0	0	0
Other 0	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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.
We use the Performance Literacy Assessment (PLA), ReadyGen, GoMath, Base-Mid-End Line Assessment, Writing Samples, and the Fountas and Pinnel Benchmark Assessments. Our ELLs' need extra support. The ESL teacher has incorporated guided mini lessons into her pull-out program and teachers have included more independent reading time into the reading block. Our writing teacher is expanding students' skills and grammar in alignment to the CCLS for language, speaking and listening.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The results of the NYSESLAT reveal that students are in need of extra support in the areas of Reading and Writing.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
According to patterns presented by the NYSESLAT data, more focus has been placed on Reading and Writing. Students in grades K, 1, 2 and 3 receive additional instruction in Writing two to three times per week. The ESL teacher will continue to push-in during the reading block to assist classroom teachers during reading and writing activities. This reduces the teacher to student ratio and maximizes student achievement. The ESL teacher uses both the Common Core Learning Standards and the ESL State Standards to inform instruction.
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?N/A
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](#).)
We use ReadyGen and GoMath benchmark assessments for all children. When in need we incorporate the recommended ELL support strategies that are embedded in the program. If after analyzing the benchmark assessments, students are not progressing at the desired rate then we provide Tier II intervention at student ratio of 10:1. Progress monitoring data is used to make educated decisions about changes in goals and instruction. If students continue to show low academic achievement they are identified for Tier III intervention using Great Leaps.
6. How do you make sure that a child's second language development is considered in instructional decisions?
Teachers gather data about students from the student interest survey. They incorporate this data into their lesson plans as a way of motivating students and enhancing student learning experiences and language skills. They also use Universal Design for Learning strategies which allows access for all students. Content area vocabulary is pre-taught, and teachers build upon students prior knowledge and integrate cultural experiences and texts.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of the ELL program is evaluated through the NYSESLAT data, classroom assessments, informal anecdotal records and formal assessments. The student's individual success in all content areas is monitored through the progress reports, running records, and informal assessments from the ESL instructor. Ultimately, success is evaluated by students reaching grade level academic standards.

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](#).)
 1. Upon entering the NYC public school system, students and their parents are administered the Home Language Identification Survey (HLIS) by a pedagogue, which will be the ESL teacher. The response from the survey, coupled with an informal interview will determine whether the student should be given the LAB-R exam. If a student is unable to perform on the LAB-R, the LAB will be administered to our Spanish-speaking students. We have bilingual paras and office staff to assist when needed. The LAB-R is administered within the first ten (10) days of admittance into the school system. The results of the LAB-R indicates whether or not the student will be placed in a language program.
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.

If the student is identified as an English Language Learner based on their LAB-R results, their parents are invited to attend a parent orientation. Based on the enrollment of newcomers, coupled with LAB-R results, parent orientations are held as needed. We will reach out to the network leader and District 27 to identify schools that offer the program of their choice. If and when a program becomes available, a letter will be sent home to parents informing them of the change. If parents do not respond within 48 hours, a follow-up phone call will be made to reach out to the parents.
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 [\[see tool kit\]](#).)

Entitlement letters are sent out to the parents once students are identified as English Language Learners. The time and date of the parent orientation are included in the entitlement letters. Once they arrive at the school, parents are given brochures and visual information about TBE, Dual Language, and Free Standing ESL that is provided by the New York City Department of Education. After the parent orientation ends, parents are instructed to fill out the Parent Survey and Program Selection forms. If a parent is unable to fill out these forms at that time, they have the opportunity to bring in the forms the following day along with their child. At the beginning of each year, parents will be given continued entitlement letters for current year instruction. These letters will be collected by the ESL teacher. The entitlement letter records, the Parent Survey and the Program Selection forms are given to the school secretary and secured in the main office.
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 placed in the program their parents have chosen. All forms are collected by the ESL teacher. All the forms that are collected are given to the school secretary to be stored in the main office. Parents are encouraged to contact the ESL teacher and Principal with any questions or concerns. If communication in English is not possible, an interpreter will be provided to explain the program as well as provide them with information about their child's progress.
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.

When a student is placed in a language program, that student is administered the New York State English as a Second Language Assessment Test (NYSESLAT) every Spring. If the student tests to proficiency (P) level on the NYSESLAT, he/she will no longer need to receive ESL services. If the student does not achieve proficiency (P) on the NYSESLAT, he/she will remain in their selected ESL program every year until he/she achieves proficiency on the NYSESLAT. Once the student is identified as an ELL student, the school secretary inputs the necessary codes into the ATS system. The RLER report is generated to verify the students who are eligible for testing. All children who are serviced in ESL will be scheduled for the NYSESLAT accordingly. The speaking portion is done on an individual basis. The listening, reading, and writing sections are done as a group. A schedule is in place to ensure each child has the allotted time. Absentees are tested if allowable by the end of the cut off date.
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. ①
All 33 Parents have chosen Freestanding ESL, which happens to be the only option available at this time.

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])?
 - a. The school currently uses the Push-in/Pull-out organizational models for ESL; as well as Co-Teaching and Collaborative teaching.
 - b. The ESL teacher works with ELL's during literacy and math instruction in collaboration with the general education classroom teachers to provide language acquisition and vocabulary support. The ESL teacher plans during common prep time with classroom teachers to address the needs of ELLs. Students work in pairs based on language proficiency, and during small groups, the ESL teacher emphasizes the same strategies that are being taught in the classroom. ESL strategies such as total physical response, and whole language are used to help children gain both fluency and comprehension in the English language. In conjunction with helping the advancement of the children's oral expression, the teacher often reads aloud to the students and gives them opportunities to respond to literature through writing and drawing. Students' native language is used as an asset. During Pull-Out, students are grouped homogeneously according to level or need for English-acquisition-focused instruction.
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)?

The ESL teacher provides services for Beginners and Intermediate ELL students for 8 periods per week at 45 minutes per period for a total of 360 minutes per week. The advanced ELL students are serviced for 4 periods per week at 45 minutes per period for a total of 180 minutes per week.

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.

In literacy, math, social studies, and science, vocabulary development is a major focus. Dependent upon the content area in which the ESL teacher pushes in, the students are supported as they breakdown the actual language of the given text, activity or task of the day and begin with vocabulary and visual arts. Also, ELLs are given an opportunity to participate in peer tutoring within the classroom. Beginners team up with more advanced ELLs to exchange ideas and reach an understanding of the concept(s) taught. Math manipulatives such as counters, chips, and interactive technology programs are readily available and often used in every content area. Whenever possible, demonstrations of the lesson help ELLs understand and participate in group discussions, eventually guiding them into broader, whole class discussions and accountable talk, where ELLs can move around and interact with other students. The ESL teacher also uses instructional strategies and methods such as movement, music, technology, drama, and TPR to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Currently students are not of age to take the state exams. If a student is unable to complete the Lab-R, he/she is given the Spanish Lab. The Lab is available for our Spanish speaking students. When necessary a Spanish speaking translator is provided.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Writing is done through school-wide prompts. Reading is evaluated through Fountas and Pinnell assessments. Speaking and listening are evaluated through beginning, middle and end teacher-made assessments that are aligned to CCLS and ESL standards. Evaluation is also done through ELL-Periodic Assessment.
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).

ReadyGen and GoMath provides differentiated instruction for ELLs. Additional strategies are found in the supplemental handbook resource guides for teachers. Long-term ELLs continue to receive Tier II instruction for up to two years or as long as needed. Former ELLs are eligible to receive time and a half on state assessments.

- a. When a SIFE student returns to school they are given a brief informal assessment of their basic skills and knowledge of English. The student is reintroduced to the classroom environment through displaying language and content objectives and present information in varied ways including written demonstrations and manipulatives. Once the student feels comfortable in their classroom environment, they follow the structured ELL program that is currently in place. If there is a need for extra tutoring, the ESL teacher meets with the classroom teacher and discusses areas for improvement and possible intervention strategies to meet their needs. SIFE students also receive extended instructional time in small groups during the Extended Intervention period four days a week.

- b. The main focus is to scaffold support so that the student can experience a smooth transition back into the classroom environment, develop their basic English, vocabulary and beginning foundations with their content area teacher and ESL teacher. The program is adapted to address student needs. Focus is placed on utilizing the skills acquired in their first year to develop stronger abilities as a reader and writer of English.

- c. ELL students receiving services 4 to 6 years will receive extensive academic support in reading, writing and math. The AIS teachers will provide extra support in content area instruction and supplemental support with a reduced student to teacher ratio during the extended day program.

- d. Because we are a K-5 school, we will not have long-term ELLs.

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?

There are a variety of strategies used to accelerate English language development. The ESL teacher provides extra support using visuals, Total Physical Response (TPR), Kinesthetic learning, and the Sheltered Instructional Observation Protocol (SIOP) Method. All teachers will be trained in using the Universal Design Language model when planning lessons. All classroom teachers will also incorporate accountable talk, technology, and will utilize the following intervention programs: Foundations, Elements of Vocabulary, Fountas and Pinnel Intervention System to support student needs.

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?

Our ELL-SWDs are mainstreamed during pull-out sessions. Differentiation of resources, process (with reduced time on task) and product are incorporated into lessons to meet their needs. The kinesthetic, tactile and the arts are infused into our lessons as well. We support our ELLS - SWD by using flexible scheduling, and push-in/pull-out models.

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:	0	0	0
Social Studies:	0	0	0
Math:	0	0	0
Science:	0	0	0
0	0	0	0
0	0	0	0
0	0	0	0
0	0	0	0

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

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

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

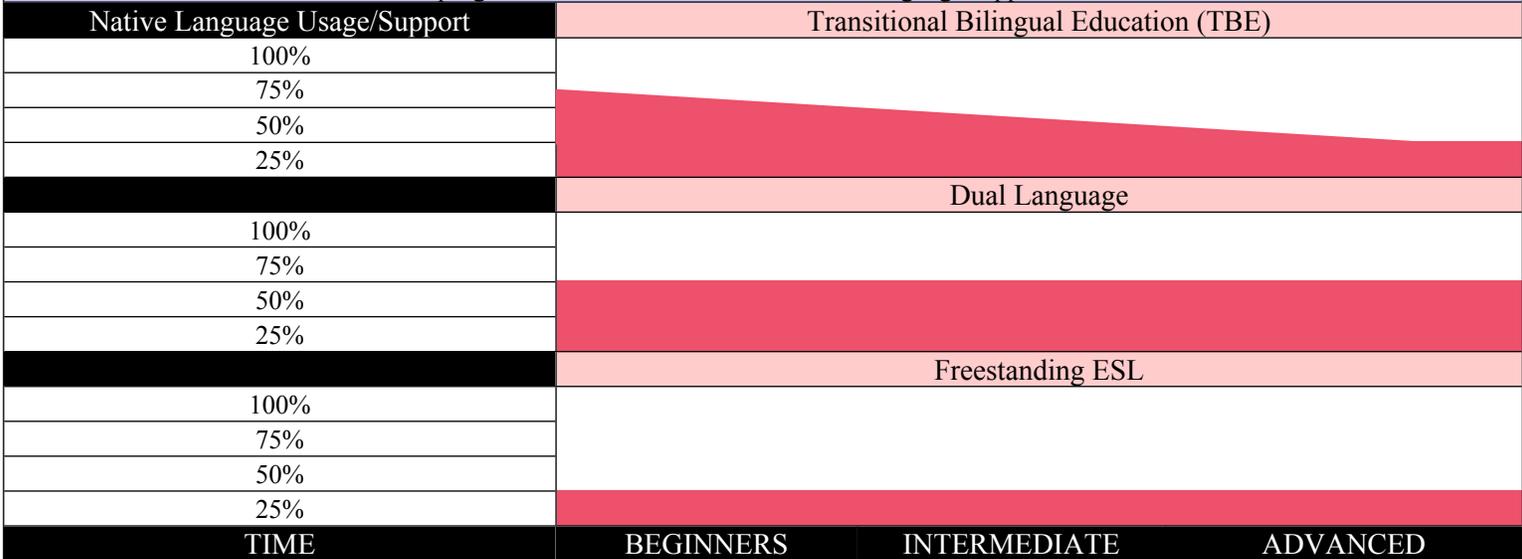
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Our online Math program is Lymboo. It provides an initial diagnostic of our targeted ELL students. This program puts each child on an individual program and tracks their progress to strengthen their skills. Our social studies and science programs are intergrated into the literacy block. Vocabulary support and pre-teaching is provided by the ESL teacher. In addition, our ESL teacher provides push-in /pull-out services to adress student needs in the content areas. During extended day, ELL students in grade K-3 receive "Foundations" and "Elements of Vocabulary." Both programs support ELA. Classroom teachers provide supplemental math support using "Rhymes and Times" to build math fluency. Visuals are also used when needed along with manipulatives. Technology is used to help reinforce and practice concepts. We also incorporate Raz-Kids and Great Leaps to increase reading ability and fluency.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- All teachers are aware of both ELLs and FELLs. The effectiveness of our current ReadyGen program and GoMath are still being monitored because they are new. However the benchmark assessments and cumulative end of the year assessment is being used to determine the growth of our ELLs in content and language development. Students receive both pull-out/push-in periods. Students are supported in content area, language, and vocabulary instruction with pre-teaching strategies and small group activities
11. What new programs or improvements will be considered for the upcoming school year?
- In the year 2013-2014 we will be implementing several online student programs to support student achievement. Namely Raz-Kids, Imagine Learning English and Access Code. There will be an after-school program that will provide additional help in listening, speaking, reading, and writing in English. Adult ESL classes will be held periodically to enable parents to learn about and utilize strategies to help their children at home.
12. What programs/services for ELLs will be discontinued and why?
- Currently, there are no programs that will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All students are provided with music, drama, dance, art, physical education, technology, and academic support during the day through an intervention/enrichment period. All ELL students are programmed for these courses and are encouraged to participate in all school-wide programs during and after school.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- We are currently using ReadyGen and GoMath along with FOSS, Harcourt science and social studies, Foundations, Jolly Phonics, Elements of Vocabulary, Rhymes and Times, Starfall, and Thinking Maps. Each of these programs come with tiered support which will benefit our ELLs.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Although the primary language spoken in ESL is English, the students receive and also use books on tape, literature in their native language, and interactive English/Spanish books. Students and staff support non-English speaking students.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
- Based on beginning, middle, and end of the year data, ELL students are grouped according to age to address their social and emotional needs. ELL students are grouped both homogeneously and heterogenously according to their grade level skills, and CCLS to address their academic needs.
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.
- Each year, a parent and student orientation and open house is scheduled for newly enrolled ELL students before the beginning of the school year. In the beginning of the school year and when necessary, all parents of ELL students meet with the ESL teacher and are introduced to the staff and take a tour of the school.
18. What language electives are offered to ELLs?
- N/A
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?

- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. Professional Development and Support for School Staff

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

1. All classroom teachers (including the ESL and Art teacher) at P.S.273 will participate in monthly professional development workshops which include the following topics: Understanding by Design, Danielson Framework For Teaching Rubric, Common Core Learning Standards (ELA & Math), Professional Teaching Standards, Universal Design for Learning, The Inquiry Process/Looking at Student Work, and Depth Of Knowledge. Teachers meet monthly and discuss a variety of instructional strategies that support all students including English Language Learners. The principal attends monthly network professional development meetings that focus on teacher effectiveness and quality instruction. Our school secretary continues to receive training from the network on the ATS system which is then turn-keyed to the ELL teacher. In addition to professional development workshops and grade team meetings that will be held, our ESL teacher meets with teachers twice each semester to focus on topics such as the NYSESLAT preparation to help teachers become familiar with the format and skills needed for students to be successful on this assessment, supplemental ESL strategies and lesson activities. Also the ESL teacher is part of the instructional cabinet, RTI, Special Needs Inquiry Team and attends monthly ELL network meetings.

2. Teachers will also engage in Inquiry Work to analyze data from our ELL subgroups to determine their progress along the CCLS continuum. Teachers will receive professional development based on the formative assessments to move students along the CCLS continuum to ensure students are meeting and exceeding grade level standards as follows:

Topics: Series on SIOP methodologies and scaffolded lesson planning and supports for ELLs and Text complexity.

There will be additional P.D. training during non-attendance days and on "Truncated Fridays":

*11/1/13- PBIS Implementation & Lesson Unit Planning

*11/5/13- The Danielson Teaching Framework and Rigor Relevance Framework/Text Complexity

*11/7/13- Data Analysis

* 12/6/13- Incorporating ESL Strategies into our Lessons

* 1/10/14- Using Questioning and Discussion Techniques to Engage All Students

* 3/7/14- Lesson/Unit Planning

* 5/16/14- End of the Year Reflection and Planning

3. The guidance counselor and the assistant principal will provide staff with the professional development and resources to assist ELLs as they transition into middle school. They will also coordinate the Middle School Choice process. The guidance counselor will conduct information meetings with both the students and parents separately. The network and District 27 will provide professional development to support the guidance counselor. The guidance counselor will turn-key all information.

4. During grade team meetings each month, strategies will be shared by the ESL teacher to address topics including interpreting NYSESLAT data, literacy, math, and writing based on informal and formal assessments. A record of teacher participation/attendance will be maintained in main office.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. Throughout the school year, the ESL teacher is in contact with the parents about the progress of their child based on beginning, middle and the end of the year data. Parents are invited to meet with the ESL teacher during Parent-Teacher Conferences to discuss the progress of their child. Classroom teachers send bi-monthly newsletters to inform parents of the academic focus, provide parent tips and useful websites they can access at home to assist their children. Our Parent Association and Parent Coordinator services are open to parents of all students, including ELLs. Parents of ELL students are encouraged to be a member of our Title I Committee. Parents of ELLs are encouraged to voice their concerns and attend workshops about ELL instruction, assessment, curriculum and how to help their children acquire the language at home. Translation is provided at all meetings.
 2. P.S.273 partners with Generation On. This helps our students grow and become involved in community learning projects. The Parent Coordinator and Social Worker provide workshops for all parents, including ELL parents. Topics include: Help Your Child to do Math, Help Your Child to Write, Bookmaking, Positive Discipline, Holidays Around the World. The purpose of these workshops is to offer simple activities for parents to use at home as they support their children's learning.
 3. The Parent Coordinator's role is to bridge the gap between home and school. Our Parent Coordinator serves as a liaison between the principal, staff and parents. She provides resources and workshops to ensure that our parents are informed about our vision, mission, and school community events and how they can best support their child. The needs of parents are assessed through workshops, continuous communication, parent surveys (beginning of the year, school environment survey and end of the year surveys), and PA Meetings that are held on a monthly basis. We also host many school community events in which parents are encouraged to participate.
 4. Parents are encouraged to participate in our monthly home-school projects, monthly events, as well as our community service projects, trips, Guest Reader Fridays, cultural celebrations and other parents volunteer opportunities. Teachers provide professional development to parents, enabling them to assist with special projects.

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: 273

School DBN: 27

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Brenda Ward	Principal		9/30/13
	Assistant Principal		1/1/01
Karina Gallo	Parent Coordinator		9/30/13
Renee Palermo	ESL Teacher		9/30/13
	Parent		1/1/01
Joycelyn Sampson	Teacher/Subject Area		9/30/13
	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: 27Q273 School Name: P.S. 273

Cluster: 1 Network: 108

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

Part A: Needs Assessment Findings

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

P.S. 273 uses the information provided by families on the Home Language Survey and on the blue emergency contact cards to assess our school's written translation and oral interpretation needs. We have found that approximately 65% of our parents are Spanish speaking. Of the 65%, 15 parents require written and oral Spanish translation. There is two parents who requires oral and written Urdu translation and one parent who requires translation in Bengali. This information is maintained in the main office. At the beginning of the school year, teachers are given a list of the parents who prefer written or oral communication in a home language other than English based on this data by the school secretary. Teachers are provided with the results of our findings. Teachers then conduct a brief interview with each parent to confirm their preferred language of communication. This list of parents and their preferred languages is compiled by class and is posted in the main office and a copy is forwarded to the classroom teacher to ensure that we provide the preferred oral and written communication to our parents. Oral Interpretations and written translators are provided for non-English speaking parents using DOE resources (our school secretary and school aides included) and parent volunteers. We also have staff members who are able to translate the following languages, if necessary: Bengali, Urdu, Arabic, Hindi and Pubjabi. When necessary, we use the Office of Translation and Interpretation Unit.

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.

P.S. 273 has found, based on the aforementioned survey, that our school community requires translation into Spanish. Therefore, most of these findings are reported to our community during staff , School Leadership Team, and Parent Association meetings and school newsletters.

Part B: Strategies and Activities

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

If the need for translation in a language other than English is identified during school year, where possible we download the available translations from the DOE website as well as utilize our school staff to translate documents. We will also seek to use the Translations and Interpretations Unit to translate any communications that are being sent home by the school into the required language. School handbooks and the Bill of Rights and Responsibilities in addition to the Common Core Learning Standards have been provided in the preferred languages of our parents.

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.

If other home languages are identified as the school year progresses, we will contact the Language Interpretation Center to schedule an interpreter to attend parent teacher conference, PA meetings, and all other school events. We will also seek out any staff members that speak the required language. We will then provide that staff member with per session, if necessary, to provide language interpretation services to parents who are in need of them.

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>.

We distribute the Parents Bill of Rights in multiple languages to families to ensure they are informed of their right to translation and interpretation services. All important notices are translated during Open House informationals and orientation. If other home languages are identified as the school year progresses, we will contact the Language Interpretation Center to update most if not all school documents to be sent home translated into the required language if need be. We will also seek out any staff members who can write the required language. We will then provide that staff member with per session, if necessary, to provide document translation services to the school.

2013-14 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 30.

Part A: School Information

Name of School: Public School 273

DBN: 27Q273

This school is (check one): conceptually consolidated (skip part E below)
 NOT conceptually consolidated (must complete part E below)

Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

Before school After school Saturday academy Other:

Total # of ELLs to be served: 33

Grades to be served by this program (check all that apply):

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

Total # of teachers in this program: 3

of certified ESL/Bilingual teachers: 1

of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Public School 273's instructional program is aligned with the New York City's Department of Education's Citywide 2013-14 Instructional Expectations (CIE's). Our philosophy centers around the belief that all students will upon graduation from high school be college and career ready. This belief includes all students, including English Language Learners. PS 273 will utilize a supplemental ESL program that will run after-school to service the needs of our students. The program will be offered from 3:10 to 4:05 PM on Mondays and Wednesdays. The focus and rationale of the program centers around preparing our ELLs to score at a Level III or IV on the ELA and Mathematics State Exams and Common Core Assessments in 2014. We will utilize assessment data to identify the specific skills to target areas of strength and need in literacy for reading and written expression. In addition, data for each student will be utilized in mathematics and student data that is acquired through Fountas and Pinnell and Primary Literacy Assessment (PLA) performance assessments. This year our school is adding a third grade so we are unable to utilize last year's State assessment since this data is not available. We will utilize a co-teaching framework with a certified ESL teacher and two common branch/elementary education certified teachers for our supplemental after-school program. We will use rotating groups to ensure that all students in the supplemental program receive appropriate English language development support from a certified ESL teacher each time the program meets. For materials, we will utilize "On Our Way to English," which is a comprehensive English language development program. This program focuses on academic language and vocabulary development; thematic, content-based instruction; differentiated instruction for language and literacy; and a daily instructional routine in oral language, reading, and writing.

Engaging online and digital tools motivate English Language Learners. We plan to integrate Starfall Reading and Imagine Learning English, which are both motivational and engaging for children. Starfall and Imagine Learning English ensures that children are actively involved and guided to direct their own learning. They learn to observe, question, imitate, examine, explore, investigate and discover; these are skills that are part of the Common Core Learning Standards. Starfall and Imagine Learning English are especially beneficial for English language learners since students support and learn alongside one another, gaining valuable academic and language skills that our ELLs need to acquire. Supplemental support will be given in a small-group setting to provide greater individualized attention and greater support. The small-group setting will target the skills that every student needs.

This supplemental program will focus on our English Language Learners in grade 3. We will also support the English Language Learners in other grades as they too need to be college and career ready. Students will work in instructional groups based on their academic language and instructional levels to ensure

Part B: Direct Instruction Supplemental Program Information

that they receive appropriate support from the certified ESL teacher.

While the start date for the program will be November 2013, we anticipate the end date for the program will be May 2014. The language of instruction will be in English. Our ESL teacher is fully NY State certified in ESL. We plan to include additional content-area teachers to co-teach the program. Their certifications are in Elementary Education.

Part C: Professional Development

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

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

Begin description here:

Our school is providing all teachers with professional development training. The duration of the program will be from November 2013 through May 2014. Trainers to facilitate professional development are Ms. Renee Palermo, licensed ESL teacher/ESL coordinator and Mr. John Cooper, our CFN Network Special Services Manager. The areas of training will be around ensuring that all ELLs have access to the Common Core Learning Standards. A focus of the training sessions will be to work with general education teachers at utilizing the SIOP methodologies. We want teachers to implement strategies to support student academic success and language development. Teachers will learn to integrate SIOP strategies into their lesson plans. We anticipate that these strategies will result in greater student performance on the new State Common Core assessments. Our network coach, Tekesha Babb, will provide professional training around aligning the curriculum to the Common Core Learning Standards. The two network team members will check curriculum to ensure that it contains SIOP strategies to allow access for our ELLs.

Teachers to receive training: Elementary classroom teachers and our full-time speech and language provider.

Topics: Series on SIOP methodologies and scaffolded lesson planning and supports for ELLs and Text complexity.

There will be additional P.D. training during non-attendance days and "Truncated Fridays:

*11/1/13- PBIS Implementation & Lesson Unit Planning

*11/5/13- The Danielson Teaching Framework and Rigor Relevance Framework/Text Complexity

*11/7/13- Data Analysis

* 12/6/13- Incorporating ESL Strategies into our Lessons

Part C: Professional Development

* 1/10/14- Using Questioning and Discussion Techniques to Engage All Students

* 3/7/14- Lesson/Unit Planning

* 5/16/14- End of the Year Reflection and Planning

Part D: Parental Engagement Activities

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

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

Begin description here:

Research denotes the importance of parental involvement and its effect on significantly improved language skills, test performance, and school behavior, as well as the general educational process. To help students gain exposure to real world experiences, parents will be invited to attend all school trips and attend our monthly school cultural events. Our parents' interest in high quality education is the critical factor in the impact of the school environment on the achievement and educational aspirations of our students.

The Parent Coordinator will conduct a series of workshops entitled English Learning Circles. The workshop will take place as follows: Tuesdays and Thursdays from 8:30 a.m. -10:30 a.m.;

Week One: 1/7/14 & 1/9/14

Week Two: 1/14/14 & 1/16/14

Week Three: 1/21/14 & 1/23/14

Week Four: 1/28/14 & 1/30/14

Week Five: 2/4/14 & 2/6/14

This 10-session, two-hour course will serve to create a more welcoming school environment for parents; empower parents to work with the principal and their child's teacher to promote student success, address parent issues and concerns at the school; and strengthen parent involvement in their children's

Part D: Parental Engagement Activities

education.

Staff members will conduct Computer Assisted Workshops on Wednesday, December 18, 2013 and Wednesday, February 12, 2014 from 8:30 a.m.-9:30 a.m. to familiarize parents with Star Fall and Imagine Learning English. The ESL Teacher will conduct Workshops on the NYSESLAT on Thursday, December 12, 2013 from 8:30 a.m. - 9:30 a.m. and Test Sophistication on Thursday, March 6, 2013 from 8:30 a.m. - 9:30 a.m. to provide a variety of strategies and test taking tips for parents to engage students at home.

Parents will be notified through letters, flyers and phone calls (where necessary).

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	?????	after-school, book club
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		Books =Scaffolding Language
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 		On Our Way To English, Learning Resources
Educational Software (Object Code 199)		Starfall, Rosetta Stone, Scoot Pad, Premier School Specialty
Travel		
Other		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
TOTAL		