

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: JOHANN DEKALB SCHOOL
DBN (i.e. 01M001): 13K270
Principal: SYLVIA WALLACE-ANDERSON
Principal Email: SWALLACE4@SCHOOLS.NYC.GOV
Superintendent: BARBARA FREEMAN
Network Leader: CYNTHIA FELIX

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), 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 CEP 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 document must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Sylvia Wallace-Anderson	*Principal or Designee	
Joyce Wingfield	*UFT Chapter Leader or Designee	
Lisette Murdough	*PA/PTA President or Designated Co-President	
Daphne Griffith	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	
Yolanda Clarke	Member/ UFT	
Faith Cowart	Member/ Parent	
Keya Kennedy	Member/ Parent	
Monica Marshall	Member/ Parent	
Amanda Mosley	Member/ Parent	
Pauline Murray	Member/ UFT	

**Signature of constituent only indicates participation in the development of the CEP, 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.
- 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).

Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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
X	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ 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 2015, all teachers will implement targeted instructional strategies that will result in a 15% increase in students scoring at or above proficiency (Levels 3 & 4) as measured by the NYS math assessment.

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.

A comprehensive review of school data including the 2013-2014 Quality Review Report, the School Quality Guide, Baseline assessments, and teacher observation reports in response to Capacity Framework (Rigorous Instruction & Collaborative Teachers) has identified the following areas of need:

- School teams need to focus on implementing research-based, effective instruction that yields high quality student work (Quality Review)
- Percentage of students performing at or above proficiency level in mathematics is 15.6% with an average rating of 2.25 (School Quality Guide)
- Early grade progress in mathematics is below peer group, results demonstrating less than a third when compared to peer group (School Quality Guide)
- Data analysis of the state assessment, and MoSL baseline assessments in mathematics identified deficiencies in Numbers and Operations in Base Ten and Operations and Algebraic Thinking
- On the 2012-2013 state report card the school did not make AYP in mathematics
- Increased professional development for teachers for continuous improvement in domain 3 of the Danielson Framework to improve the delivery of rigorous and engaging instruction that is customized to the needs of the students (Teacher Observation Reports)

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. Teacher teams meet during common planning time and Tuesday afternoons using protocols to analyze student work, which informs instruction and curricular changes.
2. Utilizing discussion in math instruction of small group instruction and peer-to-peer teaching, to enhance student learning.
3. Teacher collaboration with Network Coach to assess and analyze student data to inform instruction.
4. Providing instruction in and implementing the use of the mathematic practices of the Common Core to support student achievement.

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

1. Teacher teams and administrators
2. Individual teachers
3. Teacher teams and Achievement Coach
4. Network math study group - turnkey by individual teachers

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

1. Review of meeting minutes will identify learning and assessment targets; modifications to the curricular program will be aligned to the data analysis
2. Small group instruction will move from "teacher to students" to "student to student," with students leading discussion and self-evaluations
3. Administration of a baseline in mathematics, the evaluation of the baseline including analysis of the results to inform instruction, the administration of a benchmark assessment. Teacher teams and the Achievement Coach will collaborate to evaluate student learning and gaps on benchmark assessments and plan to address those gaps.
4. Team members will attend the monthly Network study group sessions, CCLS Math Study Group and the Vertical Coherence in Mathematics Institute, using Exemplars in math and turnkey the information to the remainder of the team. All classes will teach and practice math skills and content through the use of Exemplars problem solving.

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

1. November 2014 - June 2015
2. September 2014 - June 2015
3. Baseline assessment October 2014, Fall Benchmark December 2014, Spring Benchmark February 2015, End of Year Assessment May 2015
4. October 2014 - June 2015

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

1. Teacher will use the Atlas protocol to look at student work and task analysis to make decisions in curricular planning and modifications.
2. Teachers will participate in a book study using "5 Practices for Orchestrating Productive Mathematics Discussion," utilizing the practices to increase discussion in

mathematics.

3. Teacher teams will analyze MoSL, pre/post classroom assessment, and benchmark assessment data to identify gaps in student learning. Go Math and “Number Talks” will be used to support instruction in bridging the gaps in learning.
4. “Exemplar” problem solving activities will be used in the teaching of skills and content and assigned for independent work.

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).

Parents were introduced to the math curricular program in September during the Back to School Night. Parents participate in workshops in the new algorithms taught in the Go Math curricular program. During Parent Teacher Conferences students discuss with their parents their goals and plans on achieving their goals while reviewing their data binder. Parents receive a document during the second and third marking periods detailing the planned number of assessments and projects to expect and the standards expected to be mastered.

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	x	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 #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 2015 all teachers will implement the STEP assessment in reading accurately, and analyze the data to plan and implement targeted instruction that will result in a 15% increase in students performing at or above (Levels 3 and 4) proficiency as measured by the NYS assessment in ELA.

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.

A comprehensive review of school data including the 2013-2014 Quality Review Report, the School Quality Guide, Baseline assessments, and teacher observation reports in response to Capacity Framework (Rigorous Instruction & Collaborative Teachers) has identified the following areas of need:

- Curricular-aligned assessment practices that inform instruction (Quality Review)
- Percentage of students performing at or above proficiency level in ELA is 12.7% with an average rating of 2.27 (School Quality Guide)
- Early grade progress in ELA is below peer group, results demonstrating about a third when compared to peer group (School Quality Guide)
- Data analysis of the state assessment, Strategic Teaching and Evaluation of Progress (STEP) assessments and MoSL baseline assessments in ELA identified deficiencies in phonemic awareness, segmentation and reading comprehension
- Increased professional development for teachers for continuous improvement in domain 3 of the Danielson Framework to improve the delivery of rigorous and engaging instruction that is customized to the needs of the students (Teacher Observation Reports)

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. With support and professional development provided by the Literacy Consultant and STEP trainer, teacher teams will analyze student assessment data to identify the gaps in learning to inform the implementation guided reading groups to target specific learning needs.
2. Align curricular and instructional activities with the standards and student needs to develop skills in a logical progression.
3. Implement instructional strategies to teach and practice segmentation and develop phonemic awareness.
4. Utilize higher order thinking questions in discussions to foster deeper thinking and comprehension of a variety of texts.
5. Provide instruction using research based instructional strategies to increase student achievement.

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

1. Teacher Teams, Literacy Consultant, STEP Trainer
2. Teacher Teams, Administrators, Literacy Consultant
3. Lower Grade Teachers PK-2
4. All Teachers
5. Network literacy study group

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

1. STEP Assessments November, February, and May - students will achieve a minimum of one step level improvement from one assessment period to another.
2. Students will demonstrate improvement in reading comprehension through writing activities throughout units, on performance based assessments, MoSL Spring assessment and benchmark assessments.
3. Students will demonstrate increased abilities to segment words as demonstrated in daily "Foundations" lessons, and the STEP assessments in 2015.
4. Students will actively participate and lead rigorous discussions weekly. Students will support their responses using information from variety texts in different genres.
5. Teachers will participate in professional development, "Instructional Shifts in Literacy Study Group," on rigorous classroom activities and turnkey the strategies to strengthen all teachers' skills in teaching reading comprehension as demonstrated through student work.

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

1. Assessments will be administered in November 2014, February 2015, and May 2015, with data analysis and instructional implication discussions following.
2. November 2014 - June 2015
3. September 2014 - June 2015
4. September 2014 - June 2015
5. September 2014 - June 2015

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

1. Strategic Teaching and Evaluation of Progress for assessment, Good Habits Good Readers and Reading Success for ALL for guided reading sessions.
2. ReadyGen reading curricular program
3. Foundations
4. Teachers will utilize a variety of discussion protocols in the classroom including “Think, Pair, Share,” “Back to Back/Face to Face,” “Carousel Brainstorm.”
5. Teacher will participate in the monthly Network study group on improving teachers’ instructional practices in the teaching of literacy

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).

Parents were introduced to the reading curricular program in September during the Back to School Night. Parents participate in workshops in the demands of the common core state standards. Parents receive letters documenting the STEP level each child is on, including strategies for support skill acquisition at home. During Parent Teacher Conferences students discuss with their parents their goals and plans on achieving their goals while reviewing their data binder. Parents receive a document during the second and third marking periods detailing the planned number of assessments and projects to expect and the standards expected to be mastered.

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.

Johann DeKalb School collaborates with the Community Partnership Charter School sharing best practices in literacy instruction. This collaboration is funded through a 3 year NYSED Dissemination grant.

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 2015, the "Leader in Me" program will be fully implemented throughout the school resulting in a decrease in the number of suspensions and behavioral issues by 5%.

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.

A comprehensive review of school data including the 2013-2014 Quality Review Report, the School Quality Guide, Disciplinary Referrals, and Suspensions in response to Capacity Framework (Supportive Environment) has identified the following areas of need:

- Continue to support social-emotional development and professional learning in a positive environment providing all members of the school community opportunities to grow (Quality Review)
- Number of suspensions declined from 9 in 2012-2013 to 4 in 2013-2014 (Internal records and OORS)
- Parent satisfaction in school culture average is below the city and peer group averages (School Quality Guide)
- School leadership team decided to continue in the implementation of the "Leader in Me" process to support school improvement and foster academic and personal behaviors for college and career readiness.

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 teach the seven habits explicitly and incorporate the language into the curriculum. Leadership roles are a part of every classroom.
2. School environment will have a focus on leadership characteristics and leaders in various careers.
3. Establishment and planning for the achievement of academic and personal goals and monitoring of progress for adjustment.
4. Students lead conferences during parent teacher conference days.
5. Develop a student lighthouse team
6. Leadership events will be planned that involve the student body and parents.

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

1. Teachers, administrators, and parent coordinator.
2. Teachers and students.
3. Teachers and students.
4. Students and parents
5. Teacher and students
6. Teachers, staff members, students, and parents

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

1. Teachers will teach the seven habits explicitly using the pacing guide provided by the foundation during the first two months of school. Teachers will incorporate the habits into the daily and weekly procedures and routines.
2. Students and teachers will collaborate to identify the characteristics of a leader and identify a leader as their class's identity. The class will work to demonstrate the leadership qualities of the class's namesake
3. Teachers will teach students to set goals. Students with support of their teachers will set academic and personal goals, tracking progress towards their goals and making adjustments as needed.
4. Students will create, monitor and adjust goals in their binders. With support from the classroom teacher, students will discuss their strengths, challenges, and plans with their parents.
5. Students will participate as members of the student lighthouse team. This lighthouse team will make decisions about the spring leadership day and lead the day's activities
6. A leadership event will be held in the fall and spring semesters showcasing the seven habits and student leadership. .

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

1. September 2014 - June 2015
2. September 2014 - June 2015

3. September 2014 - June 2015
4. November 2014 and February 2015
5. January 2015 - June 2015
6. November 2014 and June 2015

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

1. Teachers provide instruction on the 7 habits as outlined in the Leader in Me process student workbook and on the website.
2. Teachers will select from a list of leaders in various careers to present to the class for selection.
3. Teachers will confer with students about assessment data to identify areas of strength and challenge to develop goals
4. Students will be provided with the resources to record, contain and collect data on progress. Teachers will support students with the development of talking points for the parent conference.
5. .Teacher will develop an application and interview process for the selection of members of the student lighthouse team. Selected students will participate in meetings in making decisions for the student body.
6. The school's lighthouse team will collaborate with the parents to host a leadership event in the fall. The student lighthouse team will reflect on their accomplishments in leadership for the year and host an event in the spring to recognize and celebrate student leadership

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).

Parents and students completed a project where the students acquainted the parents with the habits. Parents participated in trainings on the seven habits and developing family goals. Parents and families participate in the development and celebration of the fall leadership event. Monthly letters are sent to families detailing the habit of the month including ways to incorporate the habits at home.

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.

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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.

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.

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

1.

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

1.

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

1.

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

1.

E. 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
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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.

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

1.

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

1.

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

1.

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

1.

E. 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
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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	Targeted reading and writing Intervention STEP Assessment with guided reading intervention grades K-4 Differentiated activities and tasks based on individual student needs. After school Teacher conferences	Small group, Small group instruction, individualized Individualized Small group One –to - one	During the school day During the school day During the school day After school During the school day
Mathematics	Computer assisted instruction After school Targeted math intervention	One-to one Small group Small group	During the school day After school During the school day
Science	Saturday Academy	Small group	After school
Social Studies	N/A	N/A	N/A
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Focus on character education dealing with positive behavior, emotional and social development, social connections with peers and adults	Small group One-to one	During the school day

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

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

At the beginning and ending of every school year the supervisors have meetings with teachers to discuss the rewards and challenges of the school year; their pedagogical strengths and weakness; and their professional and instructional goals. The data is then used to make assignments, provide supports and professional development to meet the needs of each teacher.

When we are recruiting for new teachers we look for individuals who show first and foremost a passion for working with young children, then we evaluate their credentials. As a new teacher they are automatically entitled to a mentor. The mentor that's been selected is an experienced teacher who has taught at many different grade levels, as well as has good pedagogical skills. In addition, Title I money has been set aside to give teachers that are not highly qualified to take college courses that will further develop their professional skills.

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).

Teachers have one-on-one conferences with their immediate supervisors at the beginning of the school year. During the conference teachers' are asked to identify three goals- professional- instructional –student. Based on the information gathered a professional development plan will be established for each teacher. Additionally, teachers receive relevant training during monthly grade and faculty conferences. Teachers will have opportunities observe best practices through intervisitations and intravisitations.

The principal and assistant principal's professional development will be determined by their area of need and interest as well as the city-wide expectations.

All paraprofessionals and other staff are encouraged to attend all school based professional development given throughout the school year.

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.).

Tax levy instructional and special needs funding will be integrated and used with SWP funding to support the overall mission to improve student achievement. Funds will be used to purchase intervention materials to assist students in successfully meeting the common core learning standards.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

The PS 270's preschool program's curriculum is aligned with the state standards and the expectations for students entering into Kindergarten. We visit with outside preschool providers to invite potential parents to visit and tour our school. During the tours parents are given sample curricular tasks demonstrating the type of work students are expected to complete in Kindergarten. Students with disabilities living in the neighborhood are evaluated by the school based team to assess if there is a need for special education services in elementary school. This evaluation presents another opportunity for collaboration between the community preschools and PS 270.

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.

Teacher teams receive continued professional development in using data to drive instruction. The professional development is provided by the administrators, and the network. Teacher teams develop curriculum maps that identify the standards, activities and assessments to be used for an allotted time. Teachers collaborate in creating the tasks and assignments to be completed in order to assess student progress in all content areas. Teachers also determine the resources to be used in the creation of the assessments.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

DBN: 13K270

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool.	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity

		(Refer to Galaxy for FY '15 school allocation amounts.)	has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$126,054.72	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$83,758.00	X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$854,436.00	X	See action plan

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The intent and purposes of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 13	Borough Brooklyn	School Number 270
School Name The Johann DeKalb School		

B. Language Allocation Policy Team Composition [i](#) 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 Sylvia Wallace-Anderson	Assistant Principal Linda Green
Coach type here	Coach type here
ESL Teacher Sheilah Quinn	Guidance Counselor Joyce Wingfield
Teacher/Subject Area Margarita Betances/Common Bran	Parent type here
Teacher/Subject Area Pauline Murray/Common Branch	Parent Coordinator Tiawana Livingston
Related Service Provider Walton Gamory	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	1
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)	148	Total number of ELLs	16	ELLs as share of total student population (%)	10.81%
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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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out	1	1	1	1	1	1								6
SELECT ONE														0
Total	1	1	1	1	1	1	0	0	0	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	16	Newcomers (ELLs receiving service 0-3 years)	13	ELL Students with Disabilities	6
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6+ years)	1

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	13	0	5	2		0	1		1	16

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	13	0	5	2	0	0	1	0	1	16
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	3	4	1	2	2								13
Chinese														0
Russian														0
Bengali			2											2
Urdu														0
Arabic		1												1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish												0		0
Albanian														0
Other														0
TOTAL	1	4	6	1	2	2	0	16						

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	2	2	0	1	0								6
Intermediate(I)	0	1	2	0	0	1								4
Advanced (A)	1	0	2	1	1	1								6
Total	2	3	6	1	2	2	0	0	0	0	0	0	0	16

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1		2				3
8									0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
(Data as of November 6, 2013)
- At PS 270 students' early literacy skills are assessed via Standardized test data through The DRA, ECLAS, Running Records, LAB R, NYSESLAT, Teacher Made Assessments, formative assessments and are all analyzed and used to inform and drive instructional

practices and our instructional plan. The data reveals that ELLs perform lower on these assessments than the English native speakers. While an ELL may score an "Intermediate" or even "Advanced" level of proficiency on the NYSESLAT or Lab-r they will be functioning several levels below grade on the early literacy assessments. In content areas, the ESL teacher monitors the understanding of linguistically challenging material and uses a variety of phrasings and synonyms to clarify meaning. As students work toward proficiency in English academic content for all students, including ELLs is challenging, engaging and presented through well developed learning strategies that incorporate the use of their native language, when applicable, cognates and ESL methodology and instructional practices to shelter language and make content across the curriculum more comprehensible without sacrificing academic rigor. In math, extra time is devoted to the untangling of difficult word problems, and students are required to make verbal explanations of these problems to encourage writing in the content areas and metacognition. In Social Studies, teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension for ELLs. These students also receive additional support in both reading and writing through small group instruction provided by the coaches and staff members for testing grades 3-5. Small group instruction for lower grades may focus on moving the child toward grade-level proficiency and state recognized benchmarks of Common Core Performance Indicators, MOSL and Standardized assessments.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
 2. The NYSESLAT data shows that 100% of ELLs in the upper grades 3-5 are at the Intermediate or Advanced Levels according to the 2013 NYSESLAT. Seven of the sixteen ELLs increased by one proficiency level, while two remained at the same level, one due to excessive absence during the academic year and two ELLs, both in a self-contained Special Education class, fell a proficiency level from 2012. New admits are coming in with various proficiency levels ranging from Beginner to Advanced. An observation we have made this year is that students may be any level but perform better on the English Lab-r than the Spanish assessment. In analyzing the available data from The NYSESLAT reports in September, all ELLs were deficient in their writing modality, followed by reading. Students, with the ESL teacher analyzed their own data of the modalities, looked at their two lowest modalities and created individual S.M.A.R.T. Goals based on their data. Students were taught how to speak to and articulate the data. Students were taught to evaluate their strengths and weakness based on the data. The ESL teacher utilized the data to inform instruction and set IPC goals with the administrators. All students in the upper grades scored less than 50% on The ELA Benchmark for 2013. They performed slightly better on the ELL Periodic Assessment. The assessments will be analyzed by the ESL teachers and classroom teachers to inform instruction and needs for classroom differentiation in lesson planning as well as Response to Intervention.
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](#))
 3. Upon reviewing NYSESLAT and ACUITY data in ELA, from recent previous years, we noticed with ELLs, that Speaking is in line with general abilities for the majority of the Intermediate and Advanced students. It is the Reading and Writing skills that are holding our students back from the proficiency level. This is especially the case in the ELLs who are on the Advanced level and who have 0-3 years of service. All ELLs strengths lay in the Speaking and Listening modalities. Their weaknesses occur across the board with Pre-Long Term ELLs in the upper grades in ELA when they are asked to read passages and distinguish between relevant and irrelevant details in a passage. This could be due to the lengths of the passages and time constraints put on them. Being an ELL requires them first to process the information literally and then again on a figurative, connotative level which requires more time as well as attention to the passage, question and task, simultaneously. Other areas we have noted a difficulties with, are: fact and opinion questions and using context clues to determine word meaning. Again, they have to process first the literal passage and then may skip over words they do not know to make meaning of the passage as a whole. Going back to look at words around a targeted word takes more time and concentration where they may be apt to guess at the meaning and ?or answer resulting in incorrect responses. The data available on the NYSESLAT Modalities in September of 2013 the patterns indicated that 100% of the ELLs at PS 270 scored lowest in reading and Writing. Students analyzed their test data and developed S.M.A.R.T. Goals based on the NYSESLAT data. Students were taught how to speak to and articulate the data. Students were taught to evaluate their strengths and weakness based on the data. The ESL teacher utilized the data to inform instruction and set IPC goals with the administrators. All students in the upper grades scored less than 50% on The ELA Benchmark for 2013. They performed slightly better on the ELL Periodic Assessment. The assessments will be analyzed by the ESL teachers and classroom teachers to inform instruction and needs for classroom differentiation in lesson planning as well as Response to Intervention. The data is utilized to establish flexible groupings within the classrooms based on needs assessment. Students at PS 270 fare better on the English Lab-r as compared to the Spanish Lab-r suggesting that they have equally strong English fluency. However the Spanish speaking ELL fourth grade student, performed significantly better on the native language assessment. He will be exempt from the ELA, yet be assessed in Math via his native language of Spanish.
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?

- 4a. Students faring on assessments taken in the upper grades in Native Languages, they fare better. If it is determined that students will be tested in a Language other than English aside from the Lab-r, scores indicate that it is beneficial to the ELL.
- 4b. After analyzing the Acuity, The ELL Periodic Assessment and Predictive in ELA, the Long Term ELLs demonstrated weaknesses in Standards 2: Reading: What students do for literary response and expression and Standard 3: Reading: What students do for critical analysis and evaluation. The periodic Assessment results are used for test taking practice, anaylsis of needed test taking skills and the opportunity for students to establish comfort with test language and vocabulary. The results are incorporated into the teachers' data binders and springboard discussions on ways to support and scaffold instruction for ELLs.
- 4c. Teachers discuss findings for example, that many ELLs' area of weakness across the board in writing in the testing grades 3-5, is the ability 'to use appropriate vocabulary, expressions, language, routines and interaction styles for various audiences and situations'. During team meetings or Rti discussions educators brainstorm possible scaffolds, differentiated activities and instructional methodologies to provide ELLs with practice in gaining proficiency in the particular area and demonstrating their growth, understanding or mastery of it. They aim to provide diverse methods, in both teaching it using the four modalities and having students gain mastery of it.
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](#).)
5. The school uses available and current data of all standardized tests to guide instruction for ELLs within the classroom and create the Rti plan for flexible grouping, needs for differentiation, intervention and small group instruction throughout the day. The data is considered when deciding what staff to group students with, to determine group sizes and to establish plans and implementation of instruction. During team meetings or Rti discussions educators brainstorm possible scaffolds, differentiated activities and instructional methodologies to provide ELLs with practice gaining proficiency in the particular area and demonstrating their growth, understanding or mastery of it. They aim to provide diverse methods to both teach it using the four modalities and have students gain mastery of it. The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, ACUITY, Teacher Assessments, and informal observations). PS 270 utilizes this data to guide instructional practices and programs and align Common Core State Standards within lessons to particular ELL needs within the Response to Intervention. Teachers will use data to strongly target language development across the grades and content areas, creating opportunities for active, meaningful engagement and written opportunities for publishing and using academic language. We observe needs for, additional support in listening skills for Newcomers. We include an increased use of technological and Learning Style Surveys to see how each individual, uniquely learns and strive to differentiate within content, ability levels, product and assessment measures. We will determine ways to provide differentiated activities to accommodate ELLs' unique learning styles. During the extended day sessions, identified SIFE students will be encouraged to use their native language to strengthen their literacy skills and transfer rules to their second language.
6. How do you make sure that a child's second language development is considered in instructional decisions?
6. The child's second language is considered in instructional decisions when purchasing and sharing instructional materials ie. ipads, SmartBoards and itranslate applications and technological programs and software. Teachers on Light House and School Leadership teams build Rti plans based on student needs. Based on students' needs and abilities in second language development, we utilize the data to match and pair students with other native speakers, adults and children alike. We utilize ACUITY to generate individualized practice assessments in math and ELA. The most current data informs instruction whereby teachers use various targeted performance indicators and allow students to use manipulatives, words, writing, models and illustrations to demonstrate their learning and understanding which encourages students to explain their understanding after using one of the above to demonstrate it. We continue to use ACUITY progress and available assessment data as a springboard for differentiated instruction to inform and drive instruction. Data analysis affords teachers the understanding of where ELLs need break down of literary and test language and necessary scaffolds. Data informs the certified ESL teacher on how to devise flexible groupings for small group instruction and rotations of teacher-led groups, workstations and independent activities. Data affords all teachers ways to closely align The Common Core Standards to instructional practices that improve student performance outcomes. PS 270 utilizes data to structure Academic Intervention Services for students performing below grade level during the school day as well as extended hours. The ESL teacher uses NYSESLAT data to familiarize students with the format of the NYSESLAT by creating activities for practice in the format of the exam within the modalities students need to obtain proficiency in. The data is considered in most activities and support offered to our ELL population, and is focused on their acquisition of language proficiency and academic progress.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
8. We look at Parent Needs surveys and determine whether or not parents are satisfied with our current program model. We

consider the results of the Districtwide parent survey. In conjunction with the Parent Coordinator, the ESL teacher discuss parents concerns. We review and analyze all assessment data and consider trends. We examine how students are faring on standardized tests, whether they need academic intervention outside of Rti and analyze how long on average, it takes our ELLs to gain proficiency through the Freestanding ESL Pull-Out Model of instruction. The trend over the last few years is that ELLs across the board are improving using this model. Twenty to thirty percent are gaining proficiency in English in four years or less with intervention, Rti and ESL services. It has been noticed that over fifty percent, across all grade spans improve a level in one year. Advanced students seem to remain at the Advanced level in at least one modality for two years before gaining proficiency. The ELLs perform better at tasks involving listening and speaking in class as well as on Assessments. When in small group settings with scaffolds and less peer influence, ELLs produce higher quality work. Occasionally, ELLs will jump two proficiency levels from Beginner to Advanced or Intermediate to Proficient using our current model. Our Science scores have helped our AYP. ELLs tend to score as well, if not better, on the Science than the ELL Periodic Assessments and the ELA.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 1. When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. This multi-step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system. The ELL identification process is completed within ten school days of initial enrollment as per CR Part 154. The pedagogue who knows ELL students in our building is a dually-certified Secondary English/ESL teacher. Upon registration the HLIS survey is distributed to parents via the pupil secretary, to determine a student's language proficiency. This is shared with the ELL pedagogue who then speaks with the parent and conducts an informal parent interview. Parents are requested to indicate their preferred language on a "preferred language" form available on the DOE website. They are informed of their child's LAB-R eligibility and the procedure in which the exam is administered to determine the need for ESL services. The Language Battery Assessment (LAB-R) is administered by the ESL pedagogue to identify the child as an English Language Learner or English Proficient. If the child's native language is Spanish, the Spanish LAB R is administered in conjunction with the English. The LAB R is handscored by the ESL teacher, copied and kept on file in the room 209. An entitlement letter is provided to parents to inform them about the child's identification subsequently, the child is enrolled in the appropriate program within ten days. A copy of the entitlement letter sent to parents is kept on file in room 209. Whether a child is eligible or ineligible for ESL services, the parent is notified through written correspondence in their preferred language, downloaded from the aforementioned DOE website.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
 2. Because it is PS 270's obligation to ensure all LEP parents are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education, the ELL pedagogue, in conjunction with the parent coordinator, Tiwana Livingston then offer and provide parents with an orientation where they are informed of their rights of services, parental options and selection forms of educational offerings for their children via conference and CD/video tape to familiarize parents with the available programs citywide. This parent orientation CD is available in nine languages. Parent brochures are disseminated in their native language (if available) to enrich the understanding of each available program. We encourage parents by waiting at designated arrival and dismissal areas to ask and clarify their concerns about program options and encourage meetings and welcome them into our school at any time to discuss their needs. If we do not have staff to provide translation in their native language, we utilize SAM to allocate monies for translation provided through the Translation and Interpretation Unit. The parent is asked to complete the Preferred Language Form, the Parent Option Form (if available in their native language) and Needs Surveys within ten days of their child's enrollment. When the parent completes the selection form the school conforms to the parental choice selections when available. PS 270 offers a freestanding ESL program because we do not have the numbers for any other program choice. It is explained in the interview however, that if there were 15 parents on two contiguous grades, speaking the same language who prefer a bilingual setting for their children, PS 270 would be legally bound to open a bilingual class that

accommodates them. We have at most, six students at this time on two contiguous grades speaking the same language, but all have chosen ESL. It is verbalized when conferencing with the parent that the child will be enrolled in the program selected for the entire year. It is also explained that the NYSESLAT exam is the end of year exam that will determine a child's new proficiency level and non/continued entitlement of ESL services. At the culmination of each academic year, all identified ELLs are administered the NYSESLAT in the four modalities of their grade band by the designated testing team of the ESL pedagogue and testing coordinator during the window dictated by New York City Schools Assessment Memorandum. This is also stated in writing on the DOE Placement letter that is sent home to parents. If after several attempts made by phone, memo and other correspondence a parent does not return The Selection Form, Parent Option default is for Transitional Bilingual Education. This is indicated in The ATS ELPC within 20 days of the student's admission date.

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

3. Upon review of all available data, Entitlement letters are downloaded in the preferred language, based on parents' initial response to their individual Preferred Language Form. These letters inform parents of their child's LAB-R eligibility and the procedure in which the exam is administered to determine the need for ESL services. They also inform them of continued ESL services, as well as current proficiency levels of their children. The Language Battery Assessment (LAB-R) is administered by the ESL pedagogue to identify the child as an English Language Learner or English Proficient. If the child's native language is Spanish, the Spanish LAB R is administered in conjunction with the English. The LAB R is handscored by the ESL teacher, copied and kept on file in the room 209. An entitlement letter is provided to parents to inform them about the child's identification subsequently, the child is enrolled in the appropriate program within ten days. A copy of the entitlement letter sent to parents is kept on file in room 209. Whether a child is eligible or ineligible for ESL services, the parent is notified through written correspondence. The staff will make phone calls, emails, send reminder memos, and make personal requests whereby meeting parents before and after schools to obtain Selection Forms and distribute letters. If for some reason, the parent does not return the letter, it is documented and input into ATS as the Transitional Bilingual Education default.

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.

4. The ESL program offered at PS 270 is closely aligned with parent choice in that 90% percent of parents choose ESL. As per our numbers, PS 270 does not offer Dual Language nor Transitional Bilingual Programs. Over the course of the last ten years, no parent has discharged their child to enroll in another program option, nor elected to register elsewhere. The pedagogue who knows ELL students in our building is a Dually-certified Secondary English/ESL teacher. Upon registration the HLIS survey is distributed to parents via the pupil secretary, Vanette Jones to determine a student's language proficiency. This is shared with the ELL pedagogue who then speaks with the parent and conducts an informal parent interview. Parents are requested to indicate their preferred language on a "preferred language" form available on the DOE website. They are informed of their child's LAB-R eligibility and the procedure in which the exam is administered to determine the need for ESL services. The Language Battery Assessment (LAB-R) is administered by the ESL pedagogue to identify the child as an English Language Learner or English Proficient. If the child's native language is Spanish, the Spanish LAB R is administered in conjunction with the English. The LAB R is handscored by the ESL teacher, copied and kept on file in the room 209. An entitlement letter is provided to parents to inform them about the child's identification subsequently, the child is enrolled in the appropriate program within ten days. Initial conferenes, interviews and communication takes place with staff interpreters when available or upon request by The Translation and Interpretation Unit.

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.

5. The NYSESLAT testing team formulates a schedule to accommodate days, times and sites for the testing bands and four modalities within the DOE mandates. Students are informed verbally by the Testing Coordinator, reminder by the ELL Coordinator for each modality. Parents are made aware through DOE Website, School Calendar, PTA Meetings and Individaul letters disseminated to ELLs informing them of testing dates. Every attempt is made through phone calls, and home visits to ensure that students take all parts of the Assessment. In the rare case that a student cannot, we require a medical notice from a physician.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

6. The trend at PS 270 this year, as well as previous, regarding the parental options on the HLIS survey is that parents choose the freestanding ESL program. The ESL program offered at PS 270 is closely aligned with parent choice in that 100 percent of parents choose ESL. As per our numbers, PS 270 does not offer Dual Language nor Transitional Bilingual Programs. When the parent completes the selection form the school conforms to the parental choice selections when available. PS 270 offers a freestanding ESL program because we do not have the numbers for any other program choice. It is explained in the interview however, that if there

were 15 parents on two contiguous grades, speaking the same language who prefer a bilingual setting for their children, PS 270 would be legally bound to open a bilingual class that accomodates them. We have at most, eight students at this time on two contiguous grades speaking the same language, but the overwhelming majority have chosen ESL. The parent coordinator often makes attempts to meet in parents' homes when they cannot be reached by phone. Orientations/interviews are conducted in the native language upon request with the assistance of translators employed by PS 270 fluent in Spanish and French, at Open School Night November 2013. If translation cannot be accomplished through an employee of PS 270, we offer translation services through the "Translation and Interpretation Unit" of Long Island City (718.752.7373) office. We make use of The School Allocation Memorandum # 75 to cover local interpretation needs.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - 1a. PS 270 implements a Freestanding English as a Second Language (ESL) Program that provides one hundred percent Englishh instruction. The primary goal of this program is to assist students in achieving English Language proficiency within three to five years and be able to write using academic language within those five years, which is the average for an English Language Learner. Some of the goals within this program are to amplify the literacy and academic skills of ELLs who participate in the program, to incorporate recognized and research based ESL instructional strategies across content areas and provide students the strategies and skills to perform at city and state grade level in all subject areas. The ESL teacher provides instruction under the Pull-Out Model, supporting the classroom teacher and with program alignments and instruction imbedded in The CCSS and The Leader in Me Process.
 - 1b. ELLs are grouped heterogeneously by grade but homogeneously based upon proficiency levels and supported across the content areas of instruction with scaffolds and by means of differentiated instructional practices to meet the individual needs of the ELL population. Organized, flexible groupings ensure that all ELLs receive their mandates based on targeted needs.
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)?

2a. Scheduling accommodates students' required instructions in the arts and physical education (art, science, chorus, technology and physical education). One program being discontinued by PS 270 is Cookshop and Cookshop for Parents, which hoped to increase parental involvement. We saw no sign of parental involvement being increased, although students enjoyed the program. We are currently implementing The Leader in Me Process, The Parent Academy and Workshops for Parents and Guardians hosted by the Parent Coordinator.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

3. A certified ESL teacher provides ESL instruction with licensure in ESL and Secondary English. PS 270 implements a Freestanding English as a Second Language (ESL) Program that provides one hundred percent English instruction. The primary goal of this program is to assist students in achieving English Language proficiency within three to five years of their enrollment in the system and enable them to write using academic language within those five years, (the average time-frame for an English Language Learner). Some of the goals within this program are to amplify the literacy and academic skills of ELLs who participate in the program, to incorporate recognized and research based ESL instructional strategies across content subject areas and provide students the strategies and skills to perform at city and state grade level in all subject areas. The ESL teacher provides instruction under the Pull-Out Model, supporting the classroom teacher whereby she groups the ELLs based on flexible groupings such as by grade level and also by NYSESLAT proficiency level and supports students across the content areas of instruction with scaffolds and by means of differentiated instructional practices and lessons aligned to The CCSS, in order to meet the individual needs of the ELL population. The ESL teacher provides instruction at PS 270 three days a week. They all attend 360 minutes of ELA a week by a combination of the classroom teacher and the ESL teacher. Depending on proficiency level, they receive from 180 minutes to 360 minutes a week of ESL Pull-out instruction. Our Advanced students receive 180 minutes of ESL as well as 180 minutes of ELA instruction on a weekly basis. The CCSS are imbedded in the programs and infused with The Leader in Me Process. Test-taking skills to allow students knowledge of ELA, content area and NYSESLAT testing formats is also emphasized in the common branch classroom and ESL. Professional Development is given at PS 270 on The Common Core Standards, "Scaffolding Nonfiction for ELLs" and "Tuning Informal Observations for ELLs With a Focus on Student Academic Language Behaviors," "The Leader in Me" and "Rti", so that teachers can collaborate, discuss and improve instruction for ELLs and general education students cross-curricularly as well as by vertical teaming. It is an expectation that teachers work and plan together to explore the Common Core Standards, and closely align them to the curriculum in Language Arts and Math to ensure that the Standards highlight important outcomes of student learning. Some instructional strategies used, but not limited to are: modeled talk, scaffolding activities, use of visuals, informational charts, graphs, graphic organizers, audio-visual materials, hands-on art experiences with language development, various methods of vocabulary and language acquisition based on a language-rich instructional environment that promotes sensory learning and use of "non-fiction" materials aligned to the ELA exam. The materials selected and utilized for instruction are aligned with the State and City ESL Standards and information compiled through data analysis. Student diversity is respected and celebrated through the support of their native language development and heritage. Native language support is provided through a buddy system, interpreters through the various bilingual staff members, one-one bilingual paras, PTA members in the building on a routine basis, multi-lingual libraries and listening centers in the classrooms, research in the native language can be done via internet in the classrooms, through SmartBoard instruction and Renzulli via, a state of the art technology lab.

Support is offered through the ESL program utilizing strategies of sheltered English, TPR, and differentiation based on item analysis of available assessments (DRA, Running Record, EPAL, ECLAS, ITA, LAB R, NYSESLAT, NYS ELA/Math/Science/SS exams).

Scaffolding: modeling, bridging, schema building, contextualization, text representation, and metacognition are also used to build and help expand students' prior knowledge and schema. Standardized test data through The DRA, EPAL, ECLAS, Running Records, LAB R, NYSESLAT, ACUITY, City and State formal, Predictive (ITA) exams, Rally, ACUITY Benchmarks, ACUITY Baselines, Teacher Made Assessments, formative assessments and student work via portfolios are all analyzed and used to inform and drive instructional practices of the classroom teacher and ESL provider. Students establish their individual S.M.A.R.T. goals and work toward mastery with the support of scaffolds, visuals, differentiated instruction, (in the various means of: content, content delivery, product, or assessment), small group instruction and self assessments. In content areas, the ESL teacher monitors the understanding of linguistically challenging material and uses a variety of phrasings and synonyms to clarify meaning. As students work toward proficiency in English academic content for all students, including ELLs is challenging, engaging and presented through well developed learning strategies that incorporate the use of their native language, when applicable, cognates and ESL methodology and instructional practices to shelter language and make content across the curriculum more comprehensible without sacrificing academic rigor. In math, extra time is devoted to the untangling of difficult word problems, and students are required to make

verbal explanations of these problems to encourage writing in the content areas and metacognition. In Social Studies, teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension for ELLs. These students also receive additional support in both reading and writing through small group instruction provided by the certified staff. Small group instruction for lower grades may focus on moving the child toward grade-level proficiency and state recognized benchmarks of proficiency of English language skills in speaking, listening, reading and writing as well as reading components such as, phonemic awareness, phonics, letter recognition, comprehension and critical thinking skills.

In addition, the ELLs receive literacy development and acquisition through the arts and physical education programs, for example the Readers' Theater cluster teacher provides language development and fluency through dramatic plays, and art incorporates "The Book of The Month" in planning fine arts instruction. Native language is supported and used as a cultural resource by providing students opportunities to use native language in discussions, dramatic play, and other workshops, through multi-lingual libraries, and the use of the internet in native languages. Building-wide teachers have been trained in The Leader in Me. The ESL teacher is in PS 270 three days a week.

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

4. Pairing students with Bilingual paras when applicable, buddying students with speakers of their native language and pairing students in intervention with bilingual teachers of their native language. Students are tested in the native language of Spanish on the Lab-r. Students complete assignments in their native languages and the objectives and standards are assessed by a bilingual educator.

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

5. Students are tested in the native language of Spanish on the Lab-r 5. As students work toward proficiency in English, academic content for students is challenging, engaging and presented through well developed learning strategies that incorporate the use of their native language, when applicable, cognates and ESL methodology and instructional practices to shelter language and make content across the curriculum more comprehensible without sacrificing academic rigor. In math, extra time is devoted to the untangling of difficult word problems, and students are required to make verbal explanations of these problems to encourage writing in the content areas and metacognition. In Social Studies, teachers scaffold their instruction with visual aids such as maps, atlases, images through technical means and illustrations to increase comprehension for ELLs. These students also receive additional support in both reading and writing through small group instruction provided by the Literacy/Math Coaches. Small group instruction for lower grades may focus on moving the child toward grade-level proficiency and state recognized benchmarks of proficiency of English language skills in speaking, listening, reading and writing as well as reading components such as, phonemic awareness, phonics, letter recognition, comprehension and critical thinking skills through extended day held Monday-Thursday from 3:00-3:37 am. PS 270 is currently infusing The Leader in Me strategies and philosophy building-wide and trying to embed the process in lessons aligned with CCSS. Teachers develop Goals for themselves and students based on CCSS and ensure that they are providing opportunities across the curricula to master all four modalities of listening, speaking, reading and writing. Teachers use Fountas and Pinnell leveling systems in lower grades, sight word assessments, Baseline writing assessments geared toward assessing students' initial abilities to meet CCLS, mid writing assessments and post writing assessments, they utilize narrative, opinion, persuasive, informational writing rubrics, they use model texts, letter/sound assessment, spelling inventories, and concepts of print. Students are assessed by The NYSESLAT and ELA, math and science standardized assessments based on the NYC Assessment Calendar.

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).

6a. PS 270 has no students who fall under SIFE, however the plan for students with interrupted education is to include them in the following support programs aside from ESL: 37.5 contractual extended day reading and math sessions with groups and staff who speak their native language, place them, when possible with the bilingual paras, buddy them up with students who speak their native languages, and provide them with access to, and materials in their native language. We aim to provide them with technology class whereby they can access programs for translation and information in their native language. We would also provide them time with our SAPIS worker for peer mediation and counseling. We would create individualized, student needs assessments. We would find it necessary to provide Professional Development for staff in the new ALLA assessment to identify SIFE students, as well as in strategies that benefit the SIFE population.

6b. For Newcomers, or a student who enters school mid-year, it is our plan to include them in the following support programs aside from ESL: 37.5 contractual extended day reading and math sessions. Also in place are peer mediation on social skills periods and various software programs including but not limited to, Language First and Rosetta Stone. We incorporate test-taking

skills into the built-in technology schedule. We gather formative data and summative assessments and provide the following resources to facilitate the transition: An informal Student Orientation and Welcome Back Assembly is recommended, a Buddy system identifying a similar student in his/her class that will assist during the day is utilized. An informal assessment which is conducted to identify possible Academic Intervention needs. The Parent Coordinator and Principal make attempts through memos, conversations and invitations for an open "Home/School" communication. Classroom teachers and peers guide them through The 7 Habits and The Leader in Me Process.

6c. ESL students receiving four to six years of service at PS 270 are involved in at least one of these programs, if not all of the following. The assessment for, and creation of an AIS plan with emphasis on the literacy and math components. Grade appropriate instructional support materials and scaffolds in the General Ed classroom and in the Pull-Out ESL classroom, plus Differentiation of instruction across the content areas.

6d. For long term ELLs, the above remediation is encouraged and recommended. ELLs continuing to need academic support will receive a PIP, personal intervention plan, developed by the AIS team. An analysis of their scores on the current assessments, the NYSESLAT, ELA and Math assessments will be done to assess their needs. They will receive full services in the Pull Out model in ESL and continue to receive AIS services if targeted by The CARE Team/Intervention Team. Our action plan for Long Term ELLs is an academic program, targeting reading and writing at least three days during the week, monitoring the progress of students in all content areas to differentiate instruction for literacy needs, extended day reading and math sessions to promote academic language and skills and an increased, active involvement in The Leader in Me process.

6e. For the Transitional students there is still an emphasis on differentiation in the General Ed classroom, reducing, yet still providing some support through necessary scaffolds, monitoring of students by the ESL teacher, Academic Intervention in small group, instructional settings, differentiation across the content areas, and technology elective. Transitional students are entitled to Testing Modifications for an additional two years.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

7. For our ELL-SWDs population all the above-mentioned resources are available as well as small group instruction and peer tutoring and mediation with Special Education paraprofessionals. For students struggling academically PS 270 offers an Academic Intervention Service whereby students are instructed in remedial reading at the pace necessary for the individual learner. Programs offered during the academic day are: The Wilson Program, Passport Voyager, and Foundations. Academic Intervention program has an emphasis on organizational skills, remedial math and reading and test preparation. We currently have six ELLs with disabilities in our program. Four, in bridged self-contained Special Education classrooms with the first grader being mainstreamed three days a week into the General Ed classroom and two mainstreamed in grade level General Ed classrooms. Our policy for the ELLs with disabilities is ensuring that all teachers of students with IEPs are familiar with students' individual needs and diverse learning styles and that all services are provided according to IEP mandates. This occurs when there is a recognition and deep understanding by all teachers, that all educators are teachers of ELLs. This occurs when there is collaboration between the ESL teacher, Special Education teachers and the building's IEP contact person. This happens through monitoring the newcomers and SIFE students for possible disabilities and through a scheduled, consistent, delivery of AIS services during, after, and as part of the academic school day. This happens when teachers collaborate and discuss students in C.A.R.E. Team, SLT, Lighthouse meetings as well as through The Leader in Me process. The ELLs/SWDs receive literacy development and acquisition through the arts and physical education, as well as through technology cluster and incorporates "The Book of The Month" in planning fine arts instruction. Teachers' plans and programs are implemented after being aligned with content material based on the CCSS. Teachers provide scaffolded instruction and supplementary materials for ELL-SWDs. We utilize Go Math and Wonders. Students are paired with bilingual paras when necessary, and serviced in ESL through a Pull-Out model.

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?

We utilize flexible scheduling to create flexible groupings, small group instruction and to provide staff PD, to provide additional supports to ELLs-SWDs. We provide additional support by pairing students with appropriate staff members for intervention, as previously mentioned with individuals who share the same native language. Assessment data is analyzed to guide instruction and students' growth and progress is monitored to base instructional needs and flexible grouping on. We utilize this data to establish teacher and student goals, monitor progress, as well as declassify and guide "partial mainstreaming" decisions to ensure students' educational rights are met within the least restrictive environment. The native language is supported and used as a cultural resource by providing students opportunities to use native language in discussions, dramatic play, and other workshops, through multi-lingual libraries, and the use of the internet and technology in native languages.

Some instructional strategies used to assist ELLs in need of intervention are: modeled talk, scaffolding activities, use of visuals, informational charts, graphs, graphic organizers, audio-visual materials, computer software programs and built-in intervention programs within the school day. The math and literacy coaches have scheduled periods throughout the day to work with level 1

and 2s in math and ELA. Support is offered through the ESL program utilizing strategies of sheltered English, TPR, and differentiation based on item analysis of available assessments. Scaffolding: modeling, bridging, schema building, contextualization, text representation, and metacognition are also used to build and help expand students' prior knowledge and schema. In math, extra time is devoted to untangling difficult word problems, and students are required to make verbal explanations of these problems to encourage writing in the content areas and metacognition. In Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension for ELLs. Small group instruction for lower grades may focus on moving the child toward grade-level proficiency and state recognized benchmarks of proficiency of English language skills in speaking, listening, reading and writing as well as reading components such as, phonemic awareness, phonics, letter recognition, comprehension and critical thinking skills through extended day, held Monday-Thursday from 3:00-3:38 pm. The Leader in Me process is implemented through lessons in the ESL classroom. Standardized test data through TC Leveled Texts, LAB R, NYSESLAT, ACUITY, City and State formal, Predictive exams, and Teacher Made Assessments are all analyzed and used to inform and drive instructional practices of the general education teacher and ESL provider. Students establish their individual goals and work toward mastery with the support of scaffolds, visuals, differentiated instruction, small group instruction and self assessments. In content areas, the ESL teacher monitors the understanding of linguistically challenging material and uses a variety of phrasings and synonyms to clarify meaning as students work toward proficiency. Building-wide, teachers have been trained in The Leader in Me. The ESL teacher is in PS 270 three days a week.

Courses Taught in Languages Other than English 

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

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

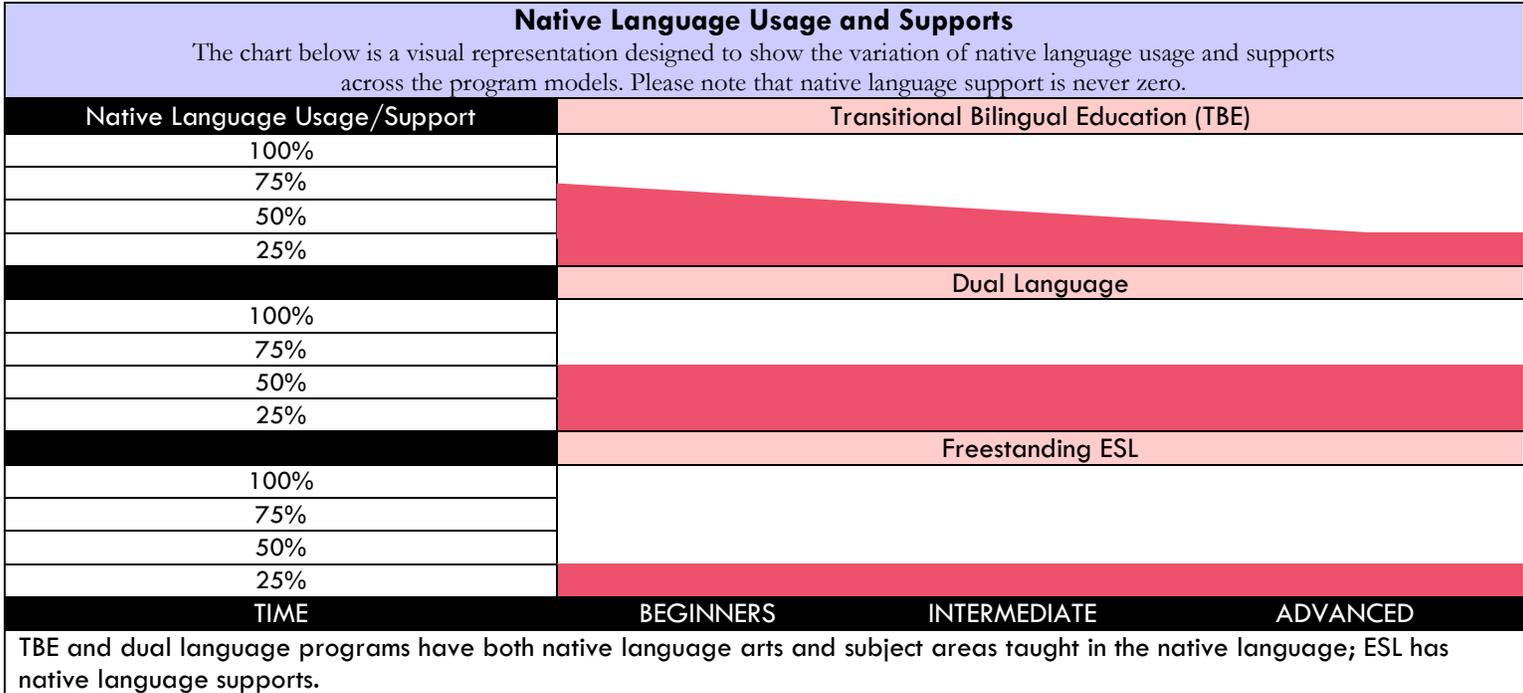
Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			
Math:			
Science:			

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

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

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

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



B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

9. As stated, the population of ELLs is a mixture of Beginner, Intermediate and Advanced students. All Students are instructed solely in English, grade/level appropriately by means of differentiation in content, delivery, process and product. Services are provided by a dually certified ESL/English teacher two days a week in a Pull-Out setting with students working at individual levels and supported through differentiated instruction. ESL is provided for 180 minutes per week for Advanced students and 360 minutes for Intermediate and Beginners. Support is offered through the ESL program utilizing strategies of sheltered English, TPR, and differentiation based on item analysis of available assessments. Scaffolding: modeling, bridging, schema building, contextualization, text representation, and metacognition are also used to build and help expand students' prior knowledge and schema. Standardized test data through ACUITY, City and State formal, Predictive exams, and Teacher-made Assessments are all analyzed and used to inform and drive instructional practices of the classroom teacher and ESL provider. Students establish their individual goals and work toward mastery with the support of scaffolds, visuals, differentiated instruction, small group instruction and self assessments. In content areas, the ESL teacher monitors the understanding of linguistically challenging material and uses a variety of phrasings, synonyms, cognates and visuals to clarify meaning.

As students work toward proficiency in English, academic content for students is challenging, engaging and presented through well developed learning strategies that incorporate the use of their native language, when applicable, cognates and ESL methodology and instructional practices to shelter language and make content across the curriculum more comprehensible without sacrificing academic rigor. In math, extra time is devoted to the untangling of difficult word problems, and students are required to make verbal explanations of these problems to encourage writing in the content areas and metacognition. In Social Studies, teachers scaffold their instruction with visual aids such as maps, atlases, images through technical means and illustrations to increase comprehension for ELLs. These students also receive additional support in both reading and writing through small group instruction provided by the various staff members. Small group instruction for lower grades may focus on moving the child toward grade-level proficiency and state recognized benchmarks of proficiency of English language skills in speaking, listening, reading and writing as well as reading components such as, phonemic awareness, phonics, letter recognition, comprehension and critical thinking skills through Remediation, Monday-Thursday from 3:00-3:37 pm. PS 270 currently infuses The Leader in Me strategies and philosophy building-wide.

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

10. The Freestanding ESL program does not utilize a particular text, but provides effective literacy instruction as an element within The Charlotte Danielson Framework and alignment to the grade level CCSS, using high interest/low level texts aligned with the common core state standards and curriculum maps. The ESL teacher aligns instructional needs to student data and NYSESLAT modality formats while providing students experiences to build academic vocabulary and background knowledge.

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

11. The ESL and science teachers are looking to establish a gardening program and roof garden in conjunction with GrowNY.

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

Cookshop was discontinued because the parental participation was lacking. S.P.A.R.K. Physical Education and Wellness was discontinued due to an increased emphasis on CCSS alignment in physical education and health instruction building-wide.

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

13. In order to support learning and foster community involvement, PS 270 utilizes a portion of funding to create supplementary programs for ELLs and their families to enjoy and participate in. ELLs and their parents are encouraged through bilingual letters/School Calendar to attend all: assemblies, arts programs, scholarship programs, contests, as well as activities after school, and during holidays. All ELLs are embraced and celebrated at PS 270 and invited to participate in and attend all school-wide events that are afforded to every other child at PS 270. Activities to assist new ELLs are: registration day information/Literature, Welcome Back Assembly, invitation to orientation. Translation and Interpretation Services are offered to increase the involvement of parents in the program. Additional funding is available to translate important policy documents. Native language support is provided through a buddy system. Other interpretation is offered through bilingual staff members, a multilingual library when necessary and bilingual dictionaries, listening centers and Ipad Softwares and applications. Translators for parents at any school wide event are available upon request and would be contacted through the Translation and Interpretation Unit in Long Island City, done by the school's Language Acquisition Coordinator, if they cannot be accommodated by members of our staff. This is accessible by telephone contact or internet. The person responsible for accessing translators or interpreters would be

the Parent Coordinator, The Language Acquisition Coordinator or the PS 270 Administrators.

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

14. The instructional materials available for general education students are available to all ELLs. The Freestanding ESL program does not use a particular text, but encourages literacy instruction as an element within the framework of the Teachers' College Curriculum which utilizes high interest/low level texts aligned with Common Core State Standards and curriculum maps. Other materials such as: visuals aids, informational charts, graphs, graphic organizers, audio-visual materials, hands-on art materials are included for language development. The use of "non-fiction" materials is aligned to the ELA exam. The materials selected and utilized for instruction are aligned with the State and City ESL Standards and information compiled through data analysis. Purchased materials used to familiarize students with various state assessments have included: Attanasio and Associates Getting Ready for the NYSESLAT and Beyond, New York State Coach: ELA, New York State Coach: Mathematics, The Leader in Me, Foundations, Passport Voyager, Leap Frog and The Wilson Program.

The ESL teacher utilizes her Teacher's Choice funds and much 'out of pocket' expense to supplement the ELL classroom and provide multi-sensory learning experiences and project-based learning ie. paints, modeling clay, plaster of paris, pumpkins, apples, baking materials and ingredients, hot plates, crock pots, technology hardware (ipad), that make the educational program comprehensible to ELLs. The technology, art, science, music through NY Philharmonic, and physical education electives are imbedded in the ELL student schedules. Additional support provided to the ELLs at PS 270 consists of paras in the CTT classrooms.

The instructional materials to be utilized this year are Go Math and Wonders ELA. Supplemental Materials include: Responding to Literature Writing and Thinking Activities, Strategies for Understanding Nonfiction, Six Traits Writing. All prescribed programs are compatible with the SmartBoard which is accessible in most classrooms. Itranslate and bilingual software applications are used on the ipads of Common Branch teachers and the ESL teacher. Students are enrolled from grades 2-5 in a Standards based Technology elective. Some instructional strategies used, but not limited to are: modeled talk, scaffolding activities, use of visuals, informational charts, graphs, graphic organizers, audio-visual materials, hands-on art experiences with language development, and use of "non-fiction" materials aligned to the ELA exam. The materials selected and utilized for instruction are aligned with the State and City ESL Standards and Common Core Standards and information compiled through data analysis.

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

15. ELLs are embraced and celebrated at PS 270 and invited to participate in and attend all school-wide events where translators for parents at any school wide event are available upon request and would be contacted through the Translation and Interpretation Unit in Long Island City. This is accessible by telephone contact or internet. The person(s) responsible for accessing translators or interpreters would be the ESL provider, parent coordinator or the PS 270 Administrators. Native language support is embedded in the programs and procedures such as: Family Celebrations/Assemblies, the Spanish Lab-r, Standardized tests in native languages, parent brochures, and cultural field trips. The materials selected and utilized for instruction are aligned with the State and City ESL Standards and Common Core State Standards, as well as information compiled through data analysis. Student diversity is respected and celebrated through the support of their native language development and heritage, through celebrations, research, arts, multi-lingual libraries, itranslate programs on the iphone and ipads. At PS 270 events, the school and community can come together to recognize student achievements in attendance, cultural arts and academics. Native language support is provided through a buddy system, interpretation offered through bilingual staff members, a multilingual library and through bilingual dictionaries and listening centers. Starting in Kindergarten, students take books home in the native language to read independently. In addition, students struggling with vocabulary development are encouraged to take home various books/texts for their parents to read aloud in their native language. Our ESL teacher supports native language development by sending books home in Spanish (our dominant language other than English), providing phonics flash cards and games in Spanish to Spanish speakers to take home and play with their families. Children can also watch instructional videos and language learning support in French, German and Spanish through Scholastic on www.maryglasgowplus.com.

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

ELLs are fully served by a certified ESL teacher, and placed age appropriately in corresponding grades. Students are taught according to their ages and grade levels. All ESL students receive required services and resources corresponding to their ages, grade levels, and proficiency levels.

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

17. Activities to assist new ELLs are: Registration Day information/Literature, Welcome Back Assembly, Invitation to Orientation. The parent coordinator, and principal, work with families to help them acclimate to the community before school starts. They organize and guide personal tours for students and their parents. They are introduced to other parents and families, and staff members who speak their native language and whom are eager and willing to support their transition to a new school and both

academic and cultural curricula. Students and parents are afforded opportunities to meet their classroom teachers, ESL teacher and Lab Coordinator, prior to the start of the school year. They are made aware of The Translation and Interpretation Services and it is explained that these services are offered to increase the involvement of parents in the program, and that additional school funding is available to translate and download policy documents. Native language support is provided through a buddy system in the school and prior to the start of the year when available. Interpretation is offered through bilingual staff members, a multilingual library when necessary, bilingual dictionaries and some listening centers.

18. What language electives are offered to ELLs?

18. There are no foreign language electives offered at this time.

19. For schools with dual language programs:

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

N.A.

C. Professional Development and Support for School Staff

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

1. Professional development is provided by school staff, outside Professional Development Associations and Conference Organizations, the OELL and the CFN. Teachers of ELLs are expected to be trained in The Charlotte Danielson Framework, The Leader in Me Process, and Scaffolding Nonfiction for ELLs. Hours for ELL training is provided to classroom teachers through faculty meetings, administrative meetings, Jose P Training, CFN meetings/training is open to all staff, grade-level meetings, ELL News on the Agendas, ATS news, LAP meetings and by providing the LAP in the main office, Building-wide PD, and through coaches meetings. This PD is documented by agendas and attendance rosters kept in the administrator's binder. The ESL teacher is involved in departmental meetings when in the building, PTA and SLT meetings, Professional Development days and grade conferences, where the ESL teacher, provides information using researched based strategies for assisting ELLs in the General Education classroom via an organized PD Development binder provided by DOE ELL Instructional Support Personnel. Teachers are required to maintain a professional development section in a Data binder with certificates of attended Professional Development.

2. Professional development opportunities offered to teachers of ELLs are anything from The Office of English Language Learners, The Leader in Me Process, Nuts and Bolts for Teachers of ELLs, Scaffolding in the Content Areas, Differentiation in the ESL Classroom, NYSESLAT training, LAP training, SmartBoard Instruction, PowerPoint, Inspiration, Creating Web Pages, Inquiry Training in ARIS and AQUITY, Cookshop and Cookshop for Families, Teachers' College Workshops for ELLs, Envision Math and Ready Gen.

3. School Placement done by the guidance counselor.

4. Professional development is provided by school staff. Hours for ELL training is provided to classroom teachers through faculty meetings, administrative meetings, Jose P Training, CFN meetings/training is open to all staff, grade-level meetings, ELL News on the Agendas, ATS news, LAP meetings and by providing the LAP in the main office, Building-wide PD, and through coaches meetings. This PD is documented by agendas and attendance rosters kept in the administrator's binder. The ESL teacher is involved in departmental meetings when in the building, PTA meetings, Professional Development days and grade conferences, where the ESL teacher, provides information using researched based strategies for assisting ELLs in the general Education classroom via an organized PD Development binder provided by DOE ELL Instructional Support personnel. Teachers are required to maintain a professional development section in a Data binder with certificates of attended Professional Development. For school staff we provide in-service within the school's Professional Development program with the focusing on the literacy needs of our ELL population. Sessions are also given in Math and Science in scaffolding instruction through the use of manipulatives and experiments. Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible. The Leader in Me Training is pertinent to all teachers of ELLs. Support Personnel Workshops taken by teachers on our staff have included: Scaffolding in the content areas, Differentiation in the ESL classroom, and ESL in the Mathematics classroom. Our ELL teacher attends a variety of off-site workshops to promote collaboration between content area and language teachers. These include but are not limited to: Passport Voyager for Academic Intervention, Arts in Education, Scoring and training experience for NY State Assessments grades 3-8, AVID trained and Certified (AVID Eastern Conference, Newport News, VA.), Technology: PowerPoint, Inspiration, Creating Web Pages, NYSESLAT training, Inquiry training in ARIS and ACUITY, OELL Study Groups on Differentiated Instruction, Marv Marshall: Effective Discipline, Marie Carbo: Learning Styles, Nancie Atwell: Reading and Writing Workshop, Teachers' College Workshops for ELLs, STRP Reading, Reading in the Content Area, Lee Canter: Assertive Discipline, Cooperative Learning, Gap Analysis, Cookshop, Cookshop for Families and The Leader in Me training.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. Parents are encouraged by administration, teachers, support service providers, the parent coordinator and our student body to become active learning partners in PS 270 through parent workshops offered through the Board of Education, PS 270, PTA meetings, The School-Leadership Team meetings, Assemblies, all programs, projects and organizations offered at, and implemented through, PS 270. Currently, there is no bilingual program at PS 270 due to the enrollment and population. The needs of parents are monitored and assessed through PTA meetings advertised on the Monthly Calendar, weekly school memos, inpromptu and schedules conversations and conferences, surveys, agendas and PS 270's Open Door Policy. ELL parents are invited to all activities, meetings, Fairs, celebrations, Assemblies, programs, and extended day social activities. Through assemblies, calendars and letters we encourage them to attend workshops, PD, Parent Fairs, guidance counselor discussions on community-based programs/offering, Middle School placement, and Balanced Literacy for ELLs workshops. The PS 270 binder, consisting of the school events fliers is located in the main office, on the counter. The programs in place for parents are: Learning Leaders, Parents as Learning Partners.
 2. The school partners with The NY Philharmonic, NY Cares, Parents as Learning Partners, and NYC Harvest.
 3. The needs of the parents are evaluated through NYC website Preferred Language forms, The Parent Coordinator led workshops, PTA Meetings, Surveys (informal and DOE generated), Newsletters and verbal interaction. Parental involvement and community-building are recognized as essential facets of student success. Our PTA is actively involved in many decisions involving student activities. They are welcomed and encouraged to participate in all building-wide assemblies, showcases, fund-raisers, programs, projects and field trips. Their ideas and input is welcomed by the principal and staff alike via formal and informal communication. Parents are involved as learning partners and participate in many events such as: student of the month awards assemblies, curriculum showcases, The Leader in Me workshops, ARIS workshops, Orientations, PTA and School Leadership meetings. They boost teacher-moral by providing teacher recognition breakfasts, and luncheons. There is a genuine Parent-Teacher respect established and promoted in our building. Our principal strives to foster this mutual respect by promoting open communication among administrators, parents and teachers. Our principal strives to promote a "child-centered" learning environment across all areas of our school. The administration recognizes a need for community involvement and partnership in order to foster the social-emotional, and intellectual growth of every child.
 4. Our activities, workshops and models are based on assessment of parental needs. When able, the parent and community needs are considered in the decision-making process of our school-community as far as they promote the learning, well-being and success of our student body. Many of the programs above have been originated, conducted, and implemented, based on parental feedback, ideas and/or volunteerism.

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: The Johann DeKalb School

School DBN: 13k270

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sylvia Wallace-Anderson	Principal		1/1/14
Linda Green	Assistant Principal		1/1/14
Tiawana Livingston	Parent Coordinator		1/1/14
Sheilah Quinn	ESL Teacher		1/1/14
Mrs. Chowdhury	Parent		1/1/14
Margarita Betances	Teacher/Subject Area		1/1/14
Pauline Murray	Teacher/Subject Area		1/1/14
	Coach		
	Coach		
Joyce Wingfield	Guidance Counselor		1/1/14
	Network Leader		
Walton Gamory	Other <u>SETSS</u>		1/1/14
	Other _____		
	Other _____		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 270 School Name: The Johann DeKalb School

Cluster: 6 Network: 612

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.

- a. All newsletters and fliers are sent home in a bilingual format (English/Spanish).
- b. Several bilingual school personnel act as translators. Parents are entitled to language translators when necessary as per Chancellor's Regulations.
- c. Communication is posted in main office as per translation and interpretation guidelines.
- d. Parents are surveyed through DOE "Preferred Language Form" as to their language preference for correspondence.

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.

Languages of parents in the building are: Grade K, there is one Fulani speaker with no specified need for translation and interpretation. In Grade 1, there is a need for Spanish translation and interpretation. In Grade 2, there are five ESL parents who have indicated translation and interpretation needs in Bengali and Spanish. In Grade 3, there is no need for translation and interpretation. In Grade 4, there are two ESL parents, one who specified the need for Spanish interpretation and translation and the other for Bengali translation and interpretation. Grade 5 currently has two Spanish speaking parents who have indicated no need for written translation and oral interpretation in their native language.

These findings are shared with the staff via SBST meetings and personnel required to conduct bilingual evaluations, staff meetings, SLT meetings, PTA meetings and Lighthouse meetings whereby parents are encouraged to attend and translation is provided when/if necessary, by the ESL teacher when Professional Development is provided to teachers of ELLs, CARE Team meetings where individual students are discussed and needs of parents are analyzed and considered as per Quality Review Goals/Next steps.

- Communication between the school and community is satisfactory.

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.

- a. Translation services are available through staff personnel at PS 270 on a volunteer basis as well as funds allocated to in-house interpreters who provide interpretation after school hours, i.e. letters, fliers, invitations, assembly programs, field trips, etc.
- b. All literature sent to parents is done so on a regular basis, in a bilingual Spanish/English format by in-house school personnel, parent volunteers or the Parent Coordinator.
- c. Department of Education Translation services are available by request and appointment when necessary.

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

- Oral interpretation is available by in-house staff on an “as needed” basis.
- Outside interpreters are available through outside contractors and Department of Education services through Chancellor’s Regulations A-663.

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>.

- Requests for interpretation and translation will be made by the Parent Coordinator, The SBST Team, or the Language Acquisition Coordinator in the building via email and telephone.