



**2014-15**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

**DRAFT – PENDING NYSED APPROVAL**

**DBN: (i.e. 01M001):**                    **[19K273 |**

**School Name:**                         **[THE WORTMAN SCHOOL |**

**Principal:**                               **[MELESSA AVERY |**

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: PS 273-The Wortman School School Number (DBN): 19K273  
School Level: Elementary Grades Served: PK-5  
School Address: 923 Jerome Street  
Phone Number: (718)649-5739 Fax: (718) 927-2230  
School Contact Person: Melessa Avery Email Address: MAvery@schools.nyc.gov  
Principal: Melessa Avery  
UFT Chapter Leader: Gordon Prostick  
Parents' Association President: Tameka Bowers  
School Leadership Team  
Chairperson: Alisa Glickman  
Student Representative(s): N/A

**District Information**

District: 19 Superintendent: Joyce Stallings-Harte  
Superintendent's Office Address: 557 Pennsylvania Avenue Brooklyn, NY 11207  
Superintendent's Email Address: jstalli@schools.nyc.gov  
Phone Number: 718- 240-2700 Fax: 718-240-2751

**Cluster and Network Information**

Cluster Number: 4 Cluster Leader: Christopher Groll  
Network Number: 408 Network Leader: Lucius Young

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
2. SLT members should review this document and sign in the right-hand column in [blue ink](#). If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
[ Melessa Avery ]	*Principal or Designee	
[ Gordon Prostick ]	*UFT Chapter Leader or Designee	
[ Tomeka Bowers ]	*PA/PTA President or Designated Co-President	
[ ]	DC 37 Representative, if applicable	
[ n/a ]	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
[ John Ellis ]	CBO Representative, if applicable	
[ Alisa Glickman ]	[ Member/ UFT ]	
[ Elvera Hall ]	[ Member/ UFT ]	
[ Burnita Lewis ]	[ Member/ UFT ]	
[ Teresa Davis ]	[ Member/UFT ]	
[ Jessica Lopez ]	[ Member/ Parent ]	
[ Tajuana Harris ]	[ Member/ Parent ]	
[ Tishia Samuels ]	[ Member/ Parent ]	
[ Jennifer Holley ]	[ Member/ Parent ]	
[ Paulene Davis ]	[ Member/ Parent ]	
[ ]	[ Member/ ]	
[ ]	[ Member/ ]	

\*\*Signature of constituent only indicates consultation in the development of the SCEP, not approval.

### Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and SCEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

<b>The Six Elements of the Capacity Framework</b>	
1.	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

7. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
8. **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
9. **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
10. **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
11. **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
12. **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: SCEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

Public School 273 is located in the East New York section of Brooklyn, New York. This Pre-kindergarten to fifth grade (PK-5) school serves a population of approximately 330 students from diverse backgrounds. The school is a central part of the community to many of the students and their families. The school building is a well-kept, modern building where pride in the students' accomplishments is evident in the prominently displayed student work.

The school houses two full day Pre-kindergarten classes, two full day kindergarten classes, two first grade, two second grade, two third grade, two fourth grade, and two fifth grade classes in general education, three collaborative team teaching (ICT) classes (serving grades 2 and 3), and two self-contained special education classes (12:1:1; serving grades 4-5). There is also a freestanding ESL program for grades K-5, which serves English Language Learners who are not in the bilingual program. The average class size in kindergarten through third grade, following the Early Grade Class Size Reduction Program, is twenty one (21) students. The average class size in fourth and fifth grades is twenty-five (25) students. Students are heterogeneously grouped within each grade. Current strategies for implementing the Common Core Learning Standards include using differentiated instruction and developing programs to increase movement to less restrictive environments for Students With Disabilities (SWD).

PS 273 will take a continuous improvement, data-driven approach to improving student performance, using item analysis, portfolio assessment, and other indicators to identify and address student weakness and target areas for growth. Ongoing assessments will be both formal and informal. Assessments will also be used to drive instruction. Our mission here at PS 273 is to develop high achieving, critical thinkers in a safe, risk free environment. We see our school as a community where all members, students, staff and parents create an atmosphere where learning, creativity and participation take place. Ideally all members will work cooperatively utilizing all resources (libraries, museums, community based organizations, etc.) in and out of the community in order to enable our students to become lifelong learners and active participants in our school and our society. The student will develop decision making skills, critical thinking skills and the ability to communicate effectively.

### Performance Trends:

**After consistent progress monitoring using various formative assessment tools, data analysis of summative assessments findings indicate the following:**

#### **Kindergarten :**

Students that are admitted from universal pre-kindergarten programs and other early learning programs must focus on alphabet recognition, alphabet writing and phonemic awareness.

#### **First Grade :**

19% of all students are at or above level D, according to Fountas and Pinnell scores, in reading.

#### **Second Grade :**

16% of all students are at or above the expected a level J according to Fountas and Pinnell scores.

**Based on the analysis of the NYS Reading test the following performance trends are indicated for grades 3-5:**

- **Third Grade :**
  - **22.7% of the students have met or exceeded the state standard of Level 3.**
- **Fourth Grade :**
  - **12.3% of the students meet or exceed the state standard level of 3.**
- **Fifth Grade :**
  - **13% of the students meet or exceed the state standard level of 3.**

**Greatest Success in English Language Arts:**

Students that are reading below level were in correlation with students struggling with phonemic awareness and decoding. The use of the ReadyGEN program has allowed the teachers to hone their skills and develop strong strategies that can be implemented and carried over to the next year for the students. Use of teacher created unit planning calendar will aid in pacing the curriculum and allow for grade wide uniformity.

**Aids and Barriers in English Language Arts:**

Teachers are receiving extensive professional development to strengthen and support implementation of the Common Core curriculum.

Intensive professional development on the following topics:

- Using assessments (formal and informal) to drive instruction
- Use of question and discussion techniques to deepen student engagement
- Use rubrics as informal assessments
- Using portfolios effectively to guide students toward meeting the standards
- Using conferencing to improve student reading levels
- Accountable talk/ literature circles
- Comprehension and reading strategies

**Based on the analysis of the NYS Math test the following performance trends are indicated for grades 3-5:**

- **Third Grade :**
  - **28.8% of the students have met or exceeded the state standard of Level 3.**
- **Fourth Grade :**
  - **5.3% of the students meet or exceed the state standard level of 3.**
- **Fifth Grade :**
  - **17 % of the students meet or exceed the state standard level of 3.**

**Greatest Success in Mathematics:**

Continuation of instructional strategies that have contributed to overall improved student achievement, including the continuation of a 60 minute math block.

Continuation of a school-wide math program Go Math with parallel instruction in all classes, including self-contained and ICT.

Teachers will use Go Math unit completion and other assessments to provide instructional emphasis on students' strengths and weaknesses to assist in the grouping of students.

**Aids and Barriers in Mathematics:**

A review of benchmark assessments and teacher observations indicates students in grades 3-5 have the following weaknesses across the grades:

- Number Sense and Operations
- Geometry
- Statistics and Probability

Based on our analysis of the data and all relevant findings, the following are implications for our Math instructional program:

- Continuation of a school-wide math program Go Math with parallel instruction in all classes, including self-contained and inclusion, with ST Math as support for skills practice.
- Continued provision of intensive Academic Intervention Services (AIS) to all students who are not meeting state standards using Guided Math groups and Interactive games.
- Intensive professional development in the understanding and use of specialized instructional strategies to meet the needs of all students.

### **Overall Areas of Celebration and Focus**

Based on the data, the following implications can be made:

#### **Celebrations:**

- **Tenet 3.3:** Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.
- **Tenet 3.5:** The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes as proven by 68% of students tested in ELA in grades 3-5 have progressed while 54% of the students has shown progress in Mathematics. 92% of the teachers were rated effective based on the Danielson Framework.
- **Tenet 5.3:** The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students. The Learning Environment Survey shows that 92% of the parents support the school's instructional core.

#### **Areas of Focus:**

- **Tenet 4.5:** Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process. Teacher Teams will be further developed to engage in collaborative practice using the inquiry approach to improve classroom practice. Instructional focus is designed to meet the needs of all students and to improve pedagogical practices.

## 19K273 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	343	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		72.3%	% Attendance Rate	91.3%
% Free Lunch		74.7%	% Reduced Lunch	1.5%
% Limited English Proficient		2.7%	% Students with Disabilities	26.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.9%	% Black or African American	78.8%
% Hispanic or Latino		18.2%	% Asian or Native Hawaiian/Pacific Islander	0.6%
% White		0.9%	% Multi-Racial	N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		9.17	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	5.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.1%	Average Teacher Absences (2013-14)	5.9
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		16.4%	Mathematics Performance at levels 3 & 4	17.6%
Science Performance at levels 3 & 4 (4th Grade)		82.5%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing			Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	X
Priority School				

### Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		

### Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

## 19K273 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K	Total Enrollment	343	SIG Recipient
				N/A

	.01,02, 03,04, 05				
<b>Types and Number of English Language Learner Classes (2014-15)</b>					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
<b>Types and Number of Special Education Classes (2014-15)</b>					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
<b>Types and Number of Special Classes (2014-15)</b>					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
<b>School Composition (2013-14)</b>					
% Title I Population	72.3%	% Attendance Rate		91.3%	
% Free Lunch	74.7%	% Reduced Lunch		1.5%	
% Limited English Proficient	2.7%	% Students with Disabilities		26.8%	
<b>Racial/Ethnic Origin (2013-14)</b>					
% American Indian or Alaska Native	0.9%	% Black or African American		78.8%	
% Hispanic or Latino	18.2%	% Asian or Native Hawaiian/Pacific Islander		0.6%	
% White	0.9%	% Multi-Racial		N/A	
<b>Personnel (2014-15)</b>					
Years Principal Assigned to School (2014-15)	9.17	# of Assistant Principals (2014-15)		2	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2	
<b>Personnel (2013-14)</b>					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		5.0%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		5.9	
<b>Student Performance for Elementary and Middle Schools (2013-14)</b>					
ELA Performance at levels 3 & 4	16.4%	Mathematics Performance at levels 3 & 4		17.6%	
Science Performance at levels 3 & 4 (4th Grade)		Science Performance at levels 3 & 4 (8th Grade)		N/A	
<b>Student Performance for High Schools (2012-13)</b>					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
<b>Credit Accumulation High Schools Only (2013-14)</b>					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
<b>Overall NYSED Accountability Status (2014-15)</b>					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					
<b>Accountability Status – Elementary and Middle Schools</b>					
<b>Met Adequate Yearly Progress (AYP) in ELA (2012-13)</b>					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
<b>Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)</b>					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
<b>Met Adequate Yearly Progress (AYP) in Science (2012-13)</b>					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
<b>Accountability Status – High Schools</b>					
<b>Met Adequate Yearly Progress (AYP) in ELA (2012-13)</b>					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
<b>Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)</b>					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
<b>Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)</b>					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	[ E ]
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	[ E ]
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	[ E ]
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	[ E ]

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

**School Quality Guide** Student Progress measures how much each individual students have improved on summative state exams in ELA and Math. We are meeting the standard in student progress. 68% of the students tested in ELA have progressed, while 54% has shown progress in Mathematics.  
 Student Performance measures percentage of students meeting or exceeding the state standards on the ELA and Math exam.  
**Quality Review (Page 5):** Build capacity for faculty to collaborate with school leaders and develop and practice leadership; Strengthen the inquiry approach to teacher collaboration and encourage their participation in decision making.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Teachers will design and broaden work around the Common Core Learning Standards (CCLS) by engaging closely with and examining school wide implementation of the Citywide Instructional Expectation (CIE). By June 2015, 100% of the students will have engaged in more challenging curriculum in literacy, mathematics, science and social studies to accelerate the students learning, deepen their conceptual knowledge and strengthen their ability to use textual evidence in writing and discussion as measured by a 5% increase in the number of students that meet or exceed the

standard on the NYS summative exams.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> Who will be targeted?	<b>Timeline</b> What is the start and end date?	<b>Key Personnel</b> Who is responsible for implementing and overseeing the activity/strategy?
Following the ReadyGEN Program, all grades will implement the use of close reading and for all content areas. Professional Learning Conversations will be focused on competencies within the Danielson Rubric to improve teacher practice and student progress and performance. Use of Formative Assessments to Drive Instruction and Improve Best Practices.	Students; Teachers	Sept. 2014- June 2015	Instructional Team, PLC Committee, Inquiry Team
Differentiated Instruction will be designed using Guided Groups in Reading and Math, differentiated learning tasks to address the specific needs of SWD and ELL students.	SWD, ELL, RTI	Sept. 2014- June 2015	Instructional Team; RTI Team
Initiative to increase Parental Involvement includes the Parents as Partners Initiative included workshops and Collaborative Parent Teacher Night.	Parents; Guardians	Sept. 2014- June 2015	Parent Coordinator; Administrative Team
Teachers, parents, students and administrators will collaborate and work together to improve student outcomes through workshops and celebrations.	Stakeholders	Sept. 2014- June 2015	Administrative Team, Parent Coordinator, PLC Committee

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Administrative Team: Serve as coaches to facilitate the programs and provide support to the implementation of the program. Network Instructional Leaders: Assist school level teams by providing PD to support implementation of CCLS and the Danielson Rubric for teacher effectiveness. Professional Learning Committee: Team will design Professional Development to support the teacher learning

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
<input checked="" type="checkbox"/>	<b>Tax Levy</b>	<input checked="" type="checkbox"/>	<b>Title I Basic</b>	<input type="checkbox"/>	<b>Title I 1003(a)</b>	<input type="checkbox"/>	<b>Title IIA</b>	<input type="checkbox"/>	<b>Title III</b>	<input type="checkbox"/>	<b>P/F Set-aside</b>	<input checked="" type="checkbox"/>	<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.													

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By February 2015, There will be a 25% increase of students in grades K-5 improving one or more grade levels as measured by Fountas and Pinnell assessments. |

**Part 6b.** Complete in **February 2015.**

- |  |                                     |     |                          |    |
|--|-------------------------------------|-----|--------------------------|----|
| <ul style="list-style-type: none"> <li>• Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>                                     | <input checked="" type="checkbox"/> | Yes | <input type="checkbox"/> | No |
| <ul style="list-style-type: none"> <li>• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul> |                                     |     |                          |    |

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:**

3. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
4. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	E
5.5	The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.	E

**Part 1b. Needs/Areas for Improvement:**

5. Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
6. Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

**School Quality Guide:** Through this survey parents and teachers, respond to questions that gauge their satisfaction with elements of the school's learning environment. 92% gave the Instructional Core a positive response. School environment score is based on student attendance, academic expectations, safety and respect. Student Attendance Rate is 91% for the 2013-14 school year. Attendance is direct correlation to student performance and progress.

### Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, student attendance will increase by 2% through the use of positive reinforcement and interventions for prevention. Data collection will be focused on gathering information to develop protocols and next steps for chronic absence and lateness.

### Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional</li> </ul>			

<p>development, and/or systems and structures needed to impact change</p> <ul style="list-style-type: none"> <li>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>Strategies to increase parent involvement and engagement</li> <li>Activities that address the Capacity Framework element of Trust</li> </ul>			<i>activity/strategy?</i>
<p>Life Space Crisis Intervention: Behavior modification and crisis intervention to address and provide strategies. Attendance Intervention Counseling: Attendance Team meets with parents</p>	All students; Parents	Monthly assessments will be used to determine next steps for families with absentee issues. Daily interventions will be given to parents via telephone blasts to inform parents of students' lateness or absence.	Behavior Crisis Team; Parent Coordinator; Administrative Team
Monitor attendance and student involvement in all activities regardless of disability. Use of least restrictive environment to provide student support and at-risk services.	SWD; Chronic Students	See above Sept. 2014- June 2015	Attendance Team; Parent Coordinator
Provide parents support with attendance, lateness and curriculum.	Parent s	Daily Sept. 2014- June 2015	Attendance Team; Parent Coordinator
Teachers, parents, students and administrators will collaborate and work together to improve student outcomes through workshops and celebrations.	Stakeholders	Sept. 2014- June 2015	Parent Coordinator; Administrative Team

#### Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Attendance Teacher will monitor student attendance monthly with an emphasis on lateness.
- Monthly attendance assemblies will be implemented to promote good attendance and prevent tardiness.
- Phone blasts will be used to inform parents of students' absence and lateness.

#### Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By February 2015, attendance will improve by 1% based on data from NYC Department of Education attendance rates. |

**Part 6b.** Complete in **February 2015.**

- |  |                                     |     |                          |    |
|--|-------------------------------------|-----|--------------------------|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified?                                     | <input checked="" type="checkbox"/> | Yes | <input type="checkbox"/> | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? |                                     |     |                          |    |

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:**

7. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
8. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	E
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	E
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	E
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	D

**Part 1b. Needs/Areas for Improvement:**

9. Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
10. Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

**Advance:** 92% of the teachers were rated effective according to the Annual Professional Performance Review Overall Rating data for School Year 2013-14. 47% of the teachers received a developing for Domain 3B: Using questioning and discussion techniques; 43% of the teachers received a developing for Domain 3D: Using Assessment in Instruction. Deepen the rigor in differentiating instruction so that tasks accommodate different learning styles and questioning extends high order thinking skills.

**New York State Report Card:** Student Progress measures how much each individual student has improved on summative state exams in ELA and Math. 19% of all students scored a Level 3 or better on the ELA exam and 23% of the students met or exceeded Level 3 in Math.

### Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, teachers will improve their instructional practices and implement strategies that will promote student progress and improve student performance as measured by an increase in student progress by 5% in the median adjusted growth for math and ELA.

### Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal	Target Group(s)	Timeline <i>What is the</i>	Key Personnel <i>Who is responsible</i>
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<p>for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<i>Who will be targeted?</i>	<i>start and end date?</i>	<i>for implementing and overseeing the activity/strategy?</i>
<p>Teacher Teams will be designed on all grade levels to work and collaborate to design coherent curriculum in all subject areas using Danielson Framework.  Teachers will implement the strategies outlined within the Danielson Framework using Marzano Classroom Strategies to improve instructional practices.  Grade level Inquiry Teams will collaborate and support each other in assessing the achievement gaps and using findings to improve instruction and curriculum design.  Grade level teams will design plans using curriculum maps to incorporate the CCLS into all lessons.  Incorporate a weekly technology based math program (ST Math) that will improve student performance and progress.</p>	Teachers	Weekly Team meetings to design curriculum and look t student work. Sept.2014-June 2015)	Administrative team, Network support
<p>SWD students will have the opportunity to attend the Afterschool Program which will be used as an intervention for further support of student achievement in ELA and Math</p>	Students in all grades	January 2015-April 2015	Administrative team; Teachers
<p>Homework Helper Workshop will be conducted monthly by teachers.  Curriculum Night will be designed to meet the needs of the parents to support their efforts to assist the student.</p>	Parents	October 2014-May 2015	Parent Coordinator; Teachers; Administrative team
<p>Teachers, parents, students and administrators will collaborate and work together to improve student outcomes through workshops designed to address home support and celebrations.</p>	Stakeholders	Sept. 2014-June 2015	Students; Parents; School Staff

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

**Administrative Team** will facilitate the meetings weekly to monitor proper use of protocols and analysis of outcomes. Core instruction will improve as measured by an increase in student performance on Fountas and Pinnell benchmark exams.  
**Inquiry Teams:** Conduct weekly meetings to build teacher collaboration and support teachers in assessing the achievement gaps and using findings to improve instruction and curriculum design.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title I 1003(a)	X	Title IIA		Title III	X	P/F Set-aside	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By February 2015,

- Fountas and Pinnell benchmark assessment will be used for progress monitoring for all grade levels in ELA. Students will move at least one level from the benchmark score.
- ST Math program assessments will be used to monitor student progress. Students will meet or exceed the minimum benchmark for progress for the month of February.
- 85% of the students will meet or exceed the expected step for the 100 Book Challenge.

**Part 6b.** Complete in **February 2015.**

- Did the school meet the mid-point benchmark(s) in the timeframe specified?

<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No
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- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:**

11. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
12. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	[ E ]
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	[ E ]
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	[ E ]
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	[ E ]

**Part 1b. Needs/Areas for Improvement:**

13. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
14. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

**School Quality Guide: Quality Review 2013:** Build capacity for faculty to collaborate with school leaders and develop and practice leadership; Strengthen inquiry approach to teacher collaboration and encourage their participation in decision making was rated proficient.

**Advance:** 92% of the teachers were rated effective according to the Annual Professional Performance Review Overall Rating data for School Year 2013-14. 47% of the teachers received a developing for Domain 3B: Using questioning and discussion techniques; 43% of the teachers received a developing for Domain 3D: Using Assessments in Instruction. Deepen the rigor in differentiating instruction so that tasks accommodate different learning styles and questioning extends high order thinking skills

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Teacher effectiveness will improve with meaningful formative feedback and next steps from short, frequent cycles of informal and formal observations. Teachers will use data to drive instruction and incorporate data talk in their professional conversations during professional learning communities. By June 2015, 100% teachers will demonstrate an increase in using data to drive instruction and improve planning by improving one performance level using the Danielson Framework.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<b>Ready Gen:</b> Research based ELA program that focuses on text-based theory with the use of close reading to support inquiry based learning. Teachers will receive Professional Development to support implementation of the program. <b>Go Math:</b> Research based math program to develop problem solving strategies and support the foundation of math. Teachers will receive Professional Development to support implementation of the program.	Teachers	Weekly support Sept. 2014- June 2015	Teachers, Administrative Teams, Network Support
<b>Response to Intervention:</b> to address the needs of students who are at risk or in need of additional academic support. SWD and General Education students receive tiered instruction.	All Students; SWD, ELL	Weekly Meetings Sept. 2014- June 2015	RTI Team; Inquiry Team
Collaborative Meetings: Teacher-led workshops that helps to support the parents in supporting the curriculum.	Parents	Monthly Meetings Sept. 2014- June 2015	Teachers; Parents; Administrative team; Network Support
Teachers, parents, students and administrators will collaborate and work together to improve student outcomes through workshops designed to address home support and celebrations.	Stakeholders	Sept. 2014- June 2015	Parents; Teachers; Administrative Team

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Targets to evaluate the progress, effectiveness and impact of the strategies will include formative assessments from classroom lessons. Summative assessments for benchmark targets through the use of Fountas and Pinnell. (F&P) for all grade levels.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.													
X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, 50% of the teachers will be rated Effective overall using the Danielson Rubric.

**Part 6b.** Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				
	<input type="checkbox"/>				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:**

15. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
16. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	E
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	E

**Part 1b. Needs/Areas for Improvement:**

17. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
18. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

**School Quality Report:** Based on the Learning Environment Survey, the parents at PS 273 would like the following improvements at the school: Hands-on learning; preparation for state tests and stronger enrichment programs. While the school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success, there is a lack of parental involvement. The Professional Learning Committee , Parent Coordinator and Administrative Team promotes and provides professional development to support academic and socio-emotional support, but few parents take advantage of these opportunities. Newsletters, progress reports and data walks are designed to empower and encourage families to understand data and promote dialogue between parents, students and the teachers. Less than 10% of the parents participate in the workshops.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, parental involvement will increase by 2% as measured by the number of parents that attend various workshops focused on parental needs and student academic support for the school year.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<b>ReadyGEN</b> (ELA) and <b>GoMath</b> (Math) Workshops will be conducted to reinforce the home-school connection.	Parents	Monthly Sept. 2014- June 2015	Parent Coordinator; Administrative Team; Professional Learning Committee
Behavior Modification workshops will continue to support parents and students their role in providing a safe and caring environment. Translations of school letters to ensure information is presented to all families in their home language.	SWD, ELL	Sept. 2014- June 2015	Translation Team; Parent Coordinator, Administrative Team
<b>Parenting Classes:</b> Workshops will be designed to address the needs of the community	Parents	Sept. 2014- June 2015	Professional Learning Committee; Parent Coordinator, Administrative Team
Teachers, parents, students and administrators will collaborate and work together to improve student outcomes through workshops designed to address home support and celebrations.	Stakeholders	Sept. 2014- June 2015	Parent Coordinator, Administrative Team

#### Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Design workshops to support parents understanding of and participation in the implementation of the CCLS with Professional Learning Committee. Improve Parent Literacy and math development through workshops focused on the curriculum and the link between home and school. Volunteers will be assigned to classes to support teachers and to provide assistance during implementation. Parent involvement will increase through regular attendance at monthly SLT meetings and school events such as curriculum night. Parent engagement will include parent workshops focusing on parenting skills. Parent Coordinator will promote parent engagement and parent involvement and address parent inquiries and concern.

#### Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
<input type="checkbox"/>	<b>Tax Levy</b>	<input checked="" type="checkbox"/>	<b>Title I Basic</b>	<input type="checkbox"/>	<b>Title I 1003(a)</b>	<input type="checkbox"/>	<b>Title IIA</b>	<input type="checkbox"/>	<b>Title III</b>	<input checked="" type="checkbox"/>	<b>P/F Set-aside</b>	<input type="checkbox"/>	<b>Grants</b>

List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, as measured by Parent Coordinator Log Book and Sign in sheets from Sept 2014- February 2015, 10% of PS 273 families will attend workshops and celebrations. |

**Part 6b.** Complete in **February 2015.**

- |   |   |     |  |    |
|---|---|-----|--|----|
| 1. Did the school meet the mid-point benchmark(s) in the timeframe specified?                                     | X | Yes |  | No |
| 2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? |   |     |  |    |

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**Section 6: Academic Intervention Services (AIS)**  
**(Required for All Schools)**

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Students scoring 1 grade level below required benchmark using Fountas and Pinnell.	☑ Guided Reading ☑ RTI  ☑ Afterschool Program	Small Group   Tutoring	During the school day   Afterschool
<b>Mathematics</b>	Students scoring below level 2 on the NYS CCLS Math Assessment	☑ Guided Math ☑ RTI  ☑ Afterschool Program	Small Group   Tutoring	During the school day   Afterschool
<b>Science</b>	Students scoring 1 grade level below required benchmark using Fountas and Pinnell.	☑ Guided Reading ☑ RTI  ☑ Afterschool Program	Small Group   Tutoring	During the school day   Afterschool
<b>Social Studies</b>	Students scoring 1 grade level below required benchmark using Fountas and Pinnell.	☑ Guided Reading ☑ RTI  ☑ Afterschool Program	Small Group   Tutoring	During the school day   Afterschool
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Analysis during Pupil Personnel Team Meetings; Parental Inquiry	Art Therapy Group Counseling Talk Therapy: Support academic and social issues for at-risk students. Social Emotional Learning: Focus on Peace, Random Acts of Kindness Crisis Intervention: to students who are academically and/or socially challenged. Duration of the services varies based on the needs of the	Small Group or individual counseling; Classroom interventions are conducted as a monthly theme.	During School day

		students. Play Therapy Asthma Classes Flu Prevention Plan: Ongoing program used to disseminate information for safe practices to improve prevention of the flu virus		
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## Section 7: Title I Program Information

**Directions:**

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

Indicate with an "X" your school's Title I Status.					
<input checked="" type="checkbox"/>	<b>Schoolwide Program (SWP)</b>	<input type="checkbox"/>	<b>Targeted Assistance (TA) Schools</b>	<input type="checkbox"/>	<b>Non-Title I</b>

**Part 2: All Title I Schools**

**2a. Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Wherever possible, all recruited teachers will be appropriately certified. Where they are not we are monitoring their progress through Principal counseling, administrator support and mentoring.

**2b. High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Through common preps the school's Instructional Leadership Team will target the assessed pedagogical needs of the staff with differentiated, high quality professional development. All professional development will be evaluated to determine its effectiveness in promoting high-quality instruction leading to improved student results. <input checked="" type="checkbox"/> To ensure that current staff becomes highly qualified, high quality professional development which will include weekly workshops, monthly literature circles, demonstration lessons, and cohort grouping for grade/skill specific support. Teachers will participate in inquiry teams and develop lesson plans based on the findings.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. 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).

**Part 4: SWP Schools Only**

#### **4a. 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.).

##### **Ongoing Communication for Staff**

- Invite staff of the preschool and kindergarten programs to participate in exchange visits.
- Establish and implement joint in-service professional development sessions, meetings and discussions focused on transition, curriculum and instructional practices.
- Pre-Kindergarten teachers will develop a list of competencies/skills that Pre-Kindergarten children will come away with when they complete the year and begin kindergarten. This list of competencies/ skills will be passed on to the kindergarten teachers.

##### **Transition Activities for Children**

- Schedule a visit or a series of visits to the new school for the children
- Provide pre-kindergarten children with a summer package that includes transition activities
- Encourage children to ask questions about kindergarten
- Organize a Pre-Kindergarten Day for parents and children who will be attending Kindergarten in the public school the following year
- Involvement of Parents in Transition
- Provide parents with information about the school their child will be attending
- Invite school personnel, teachers and principals, to attend a parent meeting and discuss the kindergarten program, the role of parents in the school and to answer any other questions. It is a good idea to include family assistants or parent coordinators that can translate the information during the meeting.
- Invite parents who have already had children transition to kindergarten to talk about their experience to the parents of the ncoming group.
- Establish routines that children will use during the year, ex. where children will be picked up at the end of the day, where children will eat lunch, etc.

#### **4b. 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.

Measuring student learning allows educators to better understand their students' strengths and how best to support student growth. By collaboratively making thoughtful MOSL selections, schools can measure student growth in meaningful ways that reinforce their instructional priorities.

A MOSL team is assembled and meets to select appropriate multiple assessments that each grade and cluster will be held accountable. Professional development involves the following in terms of MOSL implementation:

- **Looking at student work and assessment results in vertical and horizontal teacher teams**
- **Using norming exercises to plan instruction across grades or subjects**
- **Using benchmark and formative assessments to regularly check-in throughout the year to assess student progress**

#### 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 codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **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. (Refer to Galaxy for FY '15 school allocation amounts.)	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 has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$249,563	X	11, 14, 17, 20, 23
Title I School Improvement 1003(a)	Federal	TBD		
Title I Priority and Focus School Improvement Funds	Federal	\$63,176	X	11, 14, 17, 20, 23
Title II, Part A	Federal	\$187,789	X	17
Title III, Part A	Federal	TBD		
Title III, Immigrant	Federal	TBD		
Tax Levy (FSF)	Local	1,651,432	X	11, 14, 17, 20

#### <sup>1</sup>Explanation/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:

1. 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.
2. 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.

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

3. **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).
4. **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.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **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.
7. **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.
8. **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:

9. **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.
10. **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.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **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.

## Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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### Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **PS 273**, 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 the school and the families. The 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 the school community. **PS 273** 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 the school community;

The 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. The 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 the 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, the school will:

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

The 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;
- 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 (SPC)**

**PS 273**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>345</b>	Total number of ELLs	<b>7</b>	ELLs as share of total student population (%)	<b>2.03%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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			0						0
Dual Language	0			0						0
ESL	3		2	3		2	1		1	7

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		
<b>Total</b>	3	0	2	3	0	2	1	0	1	7
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

**C. Home Language Breakdown and ELL Programs**

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

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): <u>1</u>	Number of third language speakers: <u>    </u>
Ethnic breakdown of EPs (Number):	
African-American: <u>23</u>	Asian: <u>    </u>
Hispanic/Latino: <u>8</u>	Other: <u>1</u>
Native American: <u>1</u>	White (Non-Hispanic/Latino): <u>    </u>

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

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

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

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

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</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	3				3
4	2				2
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

**NYS Math**

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

**NYS Science**

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

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.  
At PS 273 the Fountas and Pinnell Running Record is used for monitoring progress at the beginning, middle and end of year. The data gives insight and evaluates a students reading and comprehension ability to determine a student's guided reading level to group students accordingly. The assessments also allow us to observe the processing strategies and problem solving actions a student has. It is

useful in gathering information about the literacy skills of ELL students when planning instruction and creating groups for reading instruction. The benchmark levels in the assessment also help make good decisions regarding student's movement for small group instruction. The insights provided by the data allow the ESL teacher to design the curriculum and to choose the tools that would be appropriate for the current academic level that the student attains on the assessment. The assessments show that the ELL students are reading below grade level. The struggles of the students are not solely based on language acquisition. Overall, assessments allow you to track progress over time, analyze trends in reading performance, and compare data within your class in order to inform your instructional plan. 3% of the ELL population has shown improvement in ELA based on the NYS ELA Test. There will be a 5% increase in the number of ELL students that will meet or exceed standards.

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

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

4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a. The patterns across NYSESLAT modalities affect instructional decisions. The instruction will be modified and customized to meet the needs and move them toward accomplishment of established goals and standards. The majority of the students achieved lower scores on the Reading and Writing sections of the LAB-R and NYSESLAT than in Speaking and Listening. Students required to take the ELA and Math exam did not perform or meet grade level standards. One fourth grade ELL performed on grade level in Science and one performed below grade level. We do not have any students currently taking tests in their native language.

b. The use of the ELL Periodic Assessment is replaced with informal tools that include predictives and portfolio pieces. The tools are used to decide professional development needs and to drive instruction based on the academic needs of the students. It is also used to chart progress and to assign after school classes.

c. Knowledge from assessments have provided the school with a more accurate picture of the student by indicating the areas that are in need of modification and remediation. Most of the ELL students need additional support with reading and writing. The students' native language is used to support the learning of English. Through the use of the native language the students are able to develop a stronger understanding of the English language. Native language support is offered through the use of bilingual glossaries and dictionaries, leveled libraries, books in native languages, audio and visual aides to help support content areas, teaching content embedded vocabulary using native language as support, games, dramatization, parental input and involvement in lessons and activities.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Once the ELL learning profile has been established using assessments, observations and collected data, specific issues are targeted for intervention. An effective and comprehensive approach to promote ELL's academic achievement will include targeted supplemental interventions offered to those who need more support. Students who are performing below grade level will be placed in Tier II after initial assessments. Beginners and Intermediate ELL students will receive intervention 4x's a week for 30 minutes per session and advance students will receive 2x's a week for 30 minutes per session. This support is provided in smaller group instruction and one to one learning. These groups Our Literacy Coach, Mr. Ray also provides additional support for ELL students in addition to what is received in the classroom and ESL program. Kindergarten ELLs struggling with early literacy skill development receives assistance with further development of phonics strategies. Progress will be monitored over time to ensure that instruction continues to be adjusted to meet the needs of each individual ELL learner. The students will also receive small group instruction for additional support in the

classroom.

6. How do you make sure that a child's second language development is considered in instructional decisions?  
ELL students are welcomed as teachers, specialists, and others become familiar with their linguistic and cultural backgrounds. Basic facts are learned about the students and their families during enrollment. Information is gathered by assigned staff concerning the students prior experiences and student's home/native language is assessed. The students' native language is used to support the learning of English. Through the use of native languages the students are able to develop a stronger understanding of the English Language. Content area instruction is carefully planned and scaffolded, vocabulary is emphasized, language objectives are identified, materials used are well thought out, lessons should be adapted to reach different learning styles, proficiency level and abilities for students. The teachers are in collaboration with administration, coaches and other staff to design the best educational experience to build the students English language skills. Classroom lessons in content areas are then supplemented by lessons in the ESL classroom as ELLs acquire skills in listening, speaking, reading and writing in English. Teachers teach academic English as the students gain competency in everyday English. Lessons are developed that build upon background knowledge and cultural backgrounds. Explicit teaching and modeling of reading comprehension skills are imbedded in lessons that offer guided practice, peer practice and cooperative learning experiences. Specific content area vocabulary is pretaught, when possible students background knowledge is connected to content as schema is activated. Writing activities linked with literature across the curriculum. Leveled books and other media are presented with native language support. Ideas for writing are pulled from ELLs personal experiences and content area. Types of writing are modeled as students are engaged in activities that enforce mastery. Students participate in activities that allow them to focus on the steps of the Writing Process. The students are offered and taught how to utilize writing frames, such as four square writing and graphic organizers as they brainstorm, focus, organize and develop ideas for writing. For those that require further support, pictorial representations may be incorporated, including graphs, illustrations, and drawing, as they explore the concept of expressing their thoughts and sharing ideas in writing. Non writers are encouraged to dictate, record or tell their stories which can be written down by someone else or by the ELL at a later time.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?

There are currently no ELL students in the Dual Language classrooms. The current two dual language classrooms are not testing grades.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
The success of the ELL program at the school is evaluated by the students meeting the set goals and standards for the year. The students are considered successful when they are able to have full conversation in English and meet the Listening, Speaking, Viewing Standards for ELA. Students progress in assessments and benchmark assignments also demonstrate the success of ELLs in the program. We also evaluate how students perform on classroom assessments and activities. Modifications are needed when areas of improvement are evident.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
Structures are in place to ensure informed parent choices, including the process, outreach plan and timelines. When parents first enroll their children to the school, the School Secretary Mrs. Dunn and the School Office Administrator Mrs. S. Hooper are trained and responsible for meeting with the parents to determine the child's home language. The school administers a HLIS to students entering kindergarten (or any other grade) for the first time in a NYC Public School. Based on the results of the HLIS, a home language code is entered into ATS. The initial identification of possible ELL students begins at registration. Each family completes a Home Language Identification Survey distributed by the school secretary and is administered to the parent in the language the parent can read. A translator is supplied, upon request, by the school. If parents do not choose an ELL program, the default is

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

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

ELLs identified for state-mandated ELL programs are placed in the appropriate setting within 10 days of eligibility in accordance with parent choices. Every effort is made to maintain contact with the ELL parents in their native languages. Parents receive information via placement letters quickly and efficiently as their input throughout the process is crucial. Explanations are offered, questions are answered as every effort is made to render the requests of the parents. We ensure that parents understand the three program choices in NYC: Dual Language, Transitional Bilingual and Free Standing ESL. Parents receive information on the various programs available for the ELLs in NYC via DVD, DOE.NYC website and brochures in home languages. Translators are also provided, as requested, for question/answer sessions held before and after the DVD. Parents are given the Program Selection Form and other documents to select the program of their choice. If a selected program is not available at our school, administrators and other team members make necessary referrals and further direct the parents. Every effort is made to align parent choices with program availability. Parents are kept informed throughout the year in a variety of ways. Placement letters are placed in the student's cumulative file. Entitlement letters are distributed based on students progression in the program. Continued entitlement records are maintained by the ESL teacher. As situations dictate communication and consultations are held through one-on-one conferences, group meetings, letters, packets, etc. in parents preferred languages. When necessary, referrals and or contacts are made with Supervisors, Network Specialist, and District based ELL Specialists for assistance. Community outreach is also a resource for informational purposes.

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

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

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

necessary information is made available. For parents that are unable to make the ELL Parent Orientation in person, a teleconference Orientation is planned and delivered also if feasible the parent is directed how to view the Orientation Video on-line. The information is provided in the parent's preferred language choice as per the Home Language Identification Survey. Students are placed in preferred programs within 10 days of eligibility for state-mandated ELL programs. DOE's Translation and Interpretation Unit also assists parents and personnel who need translations of parent notifications. Free over the phone interpretation services are provided to parents through this resource. Also provided is assistance with translations of other relevant information. Over the phone translations have also been provided for our ELL parents with the help of our School Translator, Mrs. Arroyo. As per CR Part 154, if a program choice form is not returned, parents are informed that the default program for ELLs is Bilingual Education.

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

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. *①*

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

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

## Part V: ELL Programming

### A. Programming and Scheduling Information

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

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

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

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

The instructional practices for ELLs in the early stages include language modeling, visual aides and context clues to obtain and convey meaning with the focus on comprehension. As development continues, the uses of video tapes, cassettes, and earphones are concrete, helpful tools for learning English. Hands-on activities, computers, dialogues, motivational conversations, chants, arts, literature and multicultural activities are all necessary and useful practices that enable ELL students to acquire and develop English language skills. With the demands of the Common Core Learning standards, the ESL curriculum reflects these changes while working towards the 6 instructional shifts. Instructional practices will include modeling how to respond using text-based answers, writing from sources, using academic vocabulary, and increasing the use of text complexity. Students must be instructed to use the evidence they collect from what they read in order to form cogent and convincing opinions and arguments in the writing they produce. Students must also begin to think and argue through texts by constantly being asked to find evidence in what they have read. There is also an increase in the use of non-fiction, writing in response to reading, and expository writing. Last, instruction will develop students ability to use and access words that are showing up in everyday vocabulary, but are slightly out of reach for our students, thus utilizing context clues and the contextual understanding of words and domain specific terminology.

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

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

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

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

6. How do you differentiate instruction for ELL subgroups?

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

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

b. Newcomers (ELLs in US schools for less than three years) will be provided with ESL services based on CR 154 regulations. They are welcomed as teachers, specialists, and others become familiar with their linguistic and cultural backgrounds. Basic facts are learned about the students and their families. Information is gathered by assigned staff concerning the students prior experiences student's home/native language is accessed. It has been proven feasible to start with ESL and classroom thematic units on themes such as: All About Me, Where We Were Born, Family Orgins" and other units of this type. Our Administration is very involved in all aspects of the newcomers successful adjustment and welcome to our school as they reach out to the families and students. Tours are given, key personnel are pointed out. Our Parent

Coordinator, Mrs. Karmo ensures that notices, letters, etc are offered in preferred languages. Newcomers are paired with a friend or buddy to help them learn and feel comfortable in their new environment. A variety of formats are put in place to meet the multiple of needs the newcomers and their families. As we begin to know more about the students teachers and staff are better able to offer social and academic support as programs are differentiated to meet their individual needs. c. ELLs receiving services for 4-6 years will continue with their mandated ESL services. They will also be given extra support in areas of weaknesses noted as a result of their ELA, Math, Content Area, NYSESLAT/ LAB-R Formal Assessments and Informal Assessments. Data is collected from these resources as instruction is designed to address and remediate these deficiencies. Students are provided with work, which is contextually relevant and reflects the urban experience. Students and staff are trained to access technological resources to facilitate the writing/learning processes. Teachers strive to structure assignments to tap higher order thinking skills. All staff is assisted in understanding the lingering problems in negotiating a new language. Students, parents and teachers are encouraged to develop activities, which reflect the rich diversity of our school community. ELL services will be provided by the ESL teacher. The instructional strategy will enable our students to listen

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

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

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

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

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

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

**Courses Taught in Languages Other than English **

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

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

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

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

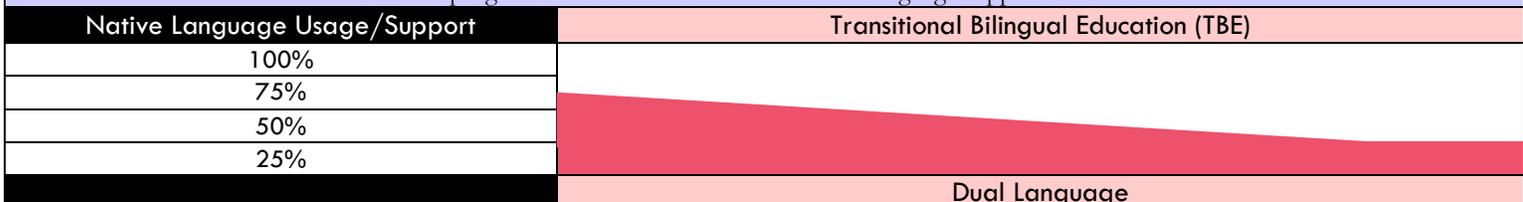
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

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

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

18. What language electives are offered to ELLs?

N/A

19. For schools with dual language programs:

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

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

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

## C. Professional Development and Support for School Staff

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

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

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

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

instruction that meet grade and ability level expectations.

Instructional and developmental criteria for implementations of differentiated instruction.

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

Emphasizing Key Vocabulary

Promotional Policies for ELLs

How can we scaffold and modify individualized homework assignments?

Ideas for 'Response to Literature' for ELLs

Genre-Non-fiction Scaffolding lessons and activities for ELLs

Poets and Poetry Around the World

Giving ELLs extra support for completing class projects.

Improving Writing Skills (content and mechanics)

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

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

## D. Parental Involvement

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

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

## E. Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response to question here:

## Part VI: LAP Assurances

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

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: 19K273 School Name: Wortman School

Cluster: CFN Network: 408

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

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

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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