

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001): 27Q273
School Name: P.S. 273
Principal: MS. BRENDA WARD

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Elementary School Number (DBN): 27Q273
School Type: Public Grades Served: Pre-K through Grade 4
School Address: 88-07 102 Street, Richmond Hill, NY 11418
Phone Number: (718) 286-8300 Fax: (718) 286-8310
School Contact Person: Brenda Ward Email Address: BWard2@schools.nyc.gov
Principal: Brenda Ward
UFT Chapter Leader: Joycelyn Sampson
Parents' Association President: Indira Jonathan
SLT Chairperson: Stephen Calvano
Student Representative(s): N/A

District Information

District: 27 Superintendent: Mary Barton
Superintendent's Office Address: 82-01 Rockaway Blvd., Queens, NY
Superintendent's Email Address: MBarton@schools.nyc.gov
Phone Number: (718) 642-5800 Fax: (718) 642-5705

Cluster and Network Information

Cluster Number: 4 Cluster Leader: Christopher Groll
Network Number: 412 Network Leader: Daisy Concepcion

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 Comprehensive Educational Plan (CEP) 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)
Brenda Ward	*Principal or Designee	
Joycelyn Sampson	*UFT Chapter Leader or Designee	
Indira Jonathan	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Jolene Klusko	Member/Parent	
Sandrica Sookdeo	Member/Parent	
Selvin Cummings	Member/Parent	
Virginia Lopez	Member/Parent	
Frances Hassan	Member/Parent	
Kendia Hippolite	Member/Staff	
Donnamay Davis	Member/Staff	
Stephen Calvano	Member/Staff	
Jonathan Ortiz	Member/Staff	
	Member/	
	Member/	

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

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

The 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 CEP 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 Comprehensive Educational Plan (CEP) 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.

The Six Elements of the Capacity Framework	
1.	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.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	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.
4.	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.
5.	Strong Family-Community Ties: 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.	Trust: 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

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

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 CEP Development

School Leadership Teams should engage in the following steps:

4. **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.
5. **Step 2:** 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.
6. **Step 3:** 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.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** 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: CEP Overview

Develop a narrative summary that includes:

1. 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.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

P.S. 273's mission is to cultivate well-rounded learners in a student-centered environment that emphasizes high expectations and success through a stimulating and comprehensive program that will provide them with the foundational skills to be successful in middle school and beyond. We have a partnership with the DOE Uncommon IMPACT. This partnership affords our teachers the opportunity to participate in four full day professional development sessions throughout the school year with the Uncommon School facilitators. Topics include school culture, reading, math and checking for understanding. The school leader is participating in the Relay Graduate School of Education with Uncommon Schools to sharpen her administrative skills in conducting observation feedback conferences, teacher professional development and data analysis meetings.

While our school has many strengths, we would like to highlight the following: 1) We have developed a cool school culture where we have a wonderful, nurturing and inviting learning environment – resulting in all of the teachers scoring effective or highly effective on the Advance System in Domain 2: Classroom Environment; 2) we have experienced and highly qualified teachers who care deeply and are vested in our children's success and therefore work collaboratively to ensure that we are meeting the needs of our students. Overall, despite changing our ELA and Math curriculum, all of our teachers scored effective on the Advance – Teacher Evaluation System; and 3) we have a very supportive parent body who participates in and supports our school decision making policies. Despite being small and having little resources, our students are first and we always find the third way to meet their needs.

We are a multicultural school consisting of approximately 24 different ethnic backgrounds. Despite our differences, we have developed a very respectful and supportive learning environment. Each month we celebrate the special holidays and traditions of our lives that make each of us special - such as Hispanic and African American Heritage month Celebrations, Multicultural Fest, Art Show and more. We adopted the Positive Behavior Intervention System (PBIS). We have been identified as a lab site to showcase our accomplishments. Our goal is to provide a safe community that is conducive to learning where all members of the school community are respectful, responsible and kind to one another. We are continuing our efforts to improve our school culture by the further development of our student council and implementing positive practices learned through our Uncommon IMPACT partnership.

Here are the academic challenges:

Our biggest challenge has been changing curriculum. Last year the DOE vetted and approved several CCLS aligned curriculum for the city. Based on student need we selected and implemented a new ELA (ReadyGen) and math (Go Math) curriculum that are CCLS aligned; however, this has not allowed us to have a consistent measurement of data.

- Last year, we implemented a new ELA (ReadyGen) and math (Go Math)

We intend to keep this curriculum and will be focusing on the recommendation of the Quality Review evaluator to use scaffolds and varied text to provide multiple entry points to ensure access to rigorous instruction for all learners. In order for us to provide students with the appropriate scaffolds based on student needs and make timely adjustments to our units, the school will focus on collecting and examining student work, formative and summative assessments and using these to plan more responsive lessons that meet the needs of all learners especially our ELLs and SWD students.

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.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (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.

Ready Gen is the CCLS aligned curriculum that we are using for ELA. While differentiation is embedded in the curriculum through questioning, it does not address the needs of individual students and small group instruction, as evidenced by frequent observation cycles, teacher feedback, and student work. 75% of our second grade and 83% of our third grade students scored on or above grade level on the Fountas and Pinnell Reading Assessment for the 2013-2014 school year. Our spring 2014 3rd Grade State Assessment data revealed that 33% of our third graders are reading below proficiency. In order for our third and fourth grade students to reach proficiency on the end of the year assessments, they must continue to make great strides in reading with automaticity and deep understanding to be on track for being college and career ready. To improve student outcomes, teacher teams will meet weekly to analyze assessment data in order to identify trends and patterns that will inform whole and small group instruction. Our Professional Learning Team meets monthly to revise our Professional Learning Plan to ensure that we provide our educators (teachers and paraprofessionals) the tools and strategies to develop reading comprehension and targeted small group instruction.

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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 83% of students in grades 3 and 4 taking the Fountas and Pinnell school wide reading assessment will score level 3.

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: <ol style="list-style-type: none"> 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 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Teachers will be meeting weekly during the Tuesday afterschool sessions to analyze data such as exits slips and unit assessments checking for understanding, identify patterns of student learning and make adaptations to student grouping and instructional strategies. Ongoing collaboration between the school leader, teachers and families will be established to improve student outcomes and teacher	K-4	September 2014 – June 2015	Teachers, Principal our partnership with Uncommon IMPACT.

practice. Teachers will conduct parent meetings and workshops during Parent Engagement time on Tuesdays to provide parents with strategies to support their child’s academic growth.			
Teachers will incorporate checks for student understanding during their teaching to ensure that they are monitoring student progress and utilizing the data to make timely adjustments to both the units and their instructional practices.	Pre-K-4	September 2014 – June 2015	Teachers and Principal
In literacy, teachers will assess and record independent reading levels on a monthly basis for each student to track student growth. Students in need of additional support to meet grade level standards will be assessed more frequently. In mathematics, teachers will be collecting and analyzing Go Math Unit Assessments to ensure that they are making timely adjustments to lessons and concepts.	K-4	September 2014 – June 2015	Teachers and Principal
Based on data from the student work, students will receive supplementary instruction that is focused on exposing them to the format and language of the standardized test.	K-4	September 2014 – June 2015	Teachers and Principal
The SIT Team will meet twice a month or on an as need basis to discuss and meet the needs of our ELLs and SWD’s. The ELL teacher will support by disaggregating data from NYSESLAT to all teachers and parents. The ELL teacher will utilize the push in/push out model to provide mandated as well as additional support. In addition, the ELL teacher will conduct workshops for parents and teachers to provide strategies and materials to assist individual students in school and at home.	Pre-K-4	September 2014 – June 2015	Principal, SIT team, and ELL teacher

Part 4 – Resources Needed

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

- Professional Learning Facilitators
- Teachers will attend on going curriculum training for best practices in reading instruction with facilitators from our partnership with Uncommon IMPACT.
- Book Study - *Great Habits, Great Readers* by Paul Bambrick-Santoyo
- Teachers will attend data informed school wide professional development based on the professional development plan and ongoing teacher needs. Students will also be able to receive additional reading comprehension practice through Reading A-Z and Raz-Kids on line reading comprehension programs (for use at home and in the classroom), Imagine Learning and Fast ForWord online programs (for our ELL’s and SWD students).
- Teachers will engage in inquiry teamwork to look at student work and make adjustments to instruction based on individualized student needs.

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 IIA		Title III		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.				
Progress monitoring occurs every 2 to 4 weeks based on student need Midyear Fountas & Pinnell Administration – January 6 th – January 30 th , 2015 [By February 2015, Principal will conduct Mid-year data meetings with all teachers to review progress to date. In order to meet the end of the year goal at least 80% of the students must show an increase of at least 2-3 reading levels.				
Part 6b. Complete in February 2015.				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

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.

Part 1 – Needs Assessment

3. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4. Summarize your school’s strengths and needs relative to this Capacity Framework element (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.

Using multiple data sources, namely, the Learning Environment Survey, Student work and the Quality review survey, we have decided as a school community to leverage our work in the social emotional area to support student academic growth. We intend on doing this by incorporating the NYCDOE Academic and Personal Behaviors Framework.

An analysis of the spring 2014 State ELA and Math assessment results indicated a priority need to build stamina and perseverance in order to meet the CCLS demands which require that students write extensive detailed responses in literacy and be able to solve multi-step problems and construct viable argument for their work. Building on the suggestion from the observation of the 2012-2013 Quality Review, we will continue to focus on “accelerating student learning and fostering social emotional growth.”

Currently our school is a Positive Behavior Intervention System (PBIS) school and we focus on successful behaviors that exemplify good citizenship. We have our own school character education program which focuses on Character Strengths, namely: kindness, respect and responsibility. We feel that the next step is to connect these positive behaviors to the academic outcomes for students. This is where we will incorporate the Academic and Personal Behaviors. The natural next step is supporting the social-emotional growth of our school. As a school we have a good, transparent communication system for recognizing, rewarding and celebrating positive behavior. We do this through providing incentives such as Bee Bills, making morning announcements that explain the character strength or virtue and behavior and having students give direct examples from their lives on how they exemplify said behaviors.

The next step is using this already established behavior system to help the students become career and college ready. Given the demands of the CCLS, we will be focusing on the following Academic and Personal Behaviors: Work Habits/Organizational skills, Persistence and Self-Regulations. We believe that developing work habits/organizational skills will be helpful because it will allow the students to attend to accuracy and precision in their work such as adding details in CCLS writing or labeling and explaining in Math. Demonstrating persistence will allow the students to work through the completion of tasks despite setbacks. Self-Regulations will support the other two Academic and Personal Behaviors as students become problem solvers and develop skills to help them conduct themselves appropriately. We feel that this will address the parent portion of the 2013-2014 Learning environment survey of keeping the parent informed about how to prepare with their students for career and college readiness. Although our rating was very high, with 89 parents strongly agreeing/agreeing, this was the area that most parents disagreed with. Eight (8) parents disagreed with knowing how the school prepared the students for career and college readiness. We believe that focusing on these skills and engaging parents in these conversations, the school can become an active partner with parents in helping them understand how behavior and the social emotional affect impact and support strong academic outcomes and behaviors that prepare students for success in middle school, high school and beyond.

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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 90% of the students will have developed and worked on two goals from the Academic and Personal Behaviors Framework that are tied to their academic success and career and college readiness.

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: 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. 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). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust	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 activity/strategy?
PBIS team will explore the materials provided by the DOE relating to the Academic and Personal Behaviors including materials such as rubrics, student and teacher questionnaires and case studies and begin to make alignment of these materials to our PBIS and Character Strength system already existing in the school. Our Tier 3 students are recommended for At Risk Services.	K-4	September 2014 – June 2015	PBIS team, PLC teacher teams and Principal
Teachers will conduct read alouds and have student conversations that focus on the character strength of the month twice a week. The students will be engaged in activities that demonstrate their knowledge and understanding of the strength. These activities will also be tied to the Academic and Personal Behaviors Framework.	K-4	September 2014 – June 2015	Teachers and Principal
These new Academic and Personal Behaviors will be encouraged through the use of our Bee Bill Incentive Program. Teachers will be providing feedback and incentives to students who demonstrate the use of the Academic and Personal Behavior in addition to the demonstration of the “Three Bees” (Responsible, Respectful and Kind)	K-4	September 2014 – June 2015	Teachers and Principal
There will be a two part series for parents so that they understand the work of the school with Academic and Personal Behaviors and understand how they can incorporate some of the school’s language and strategies at home to strengthen the work done at the school in preparing students for career and college readiness behaviors that promote academic success such as Self-Regulation, Work Habits and Persistence. Parents will engage in the program in order to understand how these habits and skills support the work of the CCLS.	K-4	September 2014 – June 2015	Teachers and Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> • Student incentives/rewards, award certificates • Books: <i>Character Under Construction Series</i> • Grade wide Town Hall Meetings to celebrate student accomplishments each month

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 IIA		Title III		Grants
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:

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

By the end of January 2015, the PBIS team will have conducted and reviewed student, parent and teacher questionnaires.

By the end of February 2015, 60% of our teachers will engage students in activities and goal setting that will demonstrate knowledge and use of the Academic and Personal Behaviors.

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

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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12. 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.

Part 1 – Needs Assessment

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| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (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. |

A review of our summative Spring 2014 State data revealed the following: on the ELA Assessment, 36% of our 3rd graders scored levels 3 and 4; while 30% scored level 1; on the Math Assessment, 59% of our 3rd graders scored levels 3 and 4; while 9% of our students scored level 1. When the Department of Education provided schools a choice to select CCLS aligned curriculum and assessments, we changed our assessments to align our practices with what the DOE approved believing that this assessment data would be more aligned to CCLS and result in implementing strategies in a more timely manner that would have a greater impact on the improvement of our students. Our Marvelous Monday Professional Learning time has been structured to enable teachers to meet collaboratively to analyze ELA and Math data to impact student outcomes and teacher practice. On the 2nd Monday of each month, teachers meet in PLC teams; on the 3rd Monday of each month, teachers engage in differentiated professional learnings using the Master Teacher online courses. Teacher selections are based on observations, the Danielson Framework for Teaching Rubric and teacher choice; on the Fourth Monday of each month, teachers engaged in book clubs to gain knowledge of and implement current best practices in education.

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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, there will be a 50% increase in students in grades 3 and 4 moving up 1 level on the CCLS Align Benchmark Assessment when comparing the Fall CCLS Aligned Assessment to the Spring CCLS Aligned Benchmark Assessment.

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) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. 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). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
Teachers will meet during the Professional Work Times on Tuesdays to analyze student assessment, identify needs for groups of students and develop responsive plans based on students’ strengths and needs.	Grades 3-4 Teachers	September 2014 – June 2015	Principal, 3-4 grade teachers and Library/Technology Specialist and

			Writing Teacher
Teachers will utilize the book study text: "Teach Like a Champion" during our professional development time. This book comes from our professional development partner (Uncommon Schools). Teachers will be working on self-selected instructional strategies to improve the academic performance of the students in their class.	Grades 3-4 Teachers	September 2014- June 2015	Principal, 3-4 grade teachers and Library/Technology Specialist and Writing Teacher
Teachers and the school administrator will be analyzing current school rubrics to ensure CCLS Alignment and alignment to the performance task. Teachers will ensure that students are provided with rubrics-based feedback that clearly provides the student with their next instructional steps.	Grades 3-4 Teachers	September 2014-June 2015	Principal, 3-4 grade teachers and Library/Technology Specialist and Writing Teacher

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<p>Teachers across grades will meet to plan and analyze student work during common prep periods</p> <p>Principal will supervise per session activities during the planning of the units</p> <p>Access to technology/laptops</p> <p>Online resources</p> <p>Library resources</p> <p>Facilitators/professional development time</p>

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 IIA		Title III		Grants
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:				
19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
20. Specify a timeframe for mid-point progress monitoring activities.				
By the end of January 2015, teachers will have participated in professional development for 4 hours to begin the work				
By the end of February 2015, at least three interdisciplinary lesson plans will have been developed for the first unit				
Part 6b. Complete in February 2015.				
21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

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.

Part 1 – Needs Assessment

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|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (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. |

As per our 2012-2013 Quality Review, while observation feedback addressed the domains of the framework, outside of formal observations, much of the feedback teachers received was verbal, and did not always address each teacher’s individual needs, in a structured manner. As a result, the ability for the leadership to effectively monitor individual teacher growth was diminished.

Consequently, systems have been established to track observations and a schedule has been developed to provide immediate feedback consisting of 1-2 bite size action steps leading to improved teacher practice and student outcomes.

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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, school leader will adopt a system for tracking the progress of teachers as they develop their skills and ensure that there is consistent and timely follow through of targeted professional development resulting in instructional growth and pedagogical coherence across the school as evidence by 4-6 cycles of informal observations for all teachers focused on assessment in instruction, questioning and discussion techniques.

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) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. 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). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
In collaboration with the Professional Learning Plan Committee, the Principal will develop and implement a coherent PLC plan for teachers that integrate the selected components of the Charlotte Danielson’s Framework for Teaching Rubric.	Teachers	September 2014- June 2015	Principal and Network 412
Principal will create and follow a schedule to visit each teacher’s classroom regularly in addition to the 4-6 times over the course of the year for observations, and provide teachers with timely formative (not for file) verbal and written feedback aligned to the competencies	Teachers	September 2014- June 2015	Principal

in Domains 2 and 3. The feedback will result in improvement in teacher practice and student outcomes.			
PLCs and Book Clubs (<i>utilizing Teach Like a Champion and Great Habit, Great Readers, etc.</i>) will be formed where participants will learn strategies to increase student engagement and rigor. Participant groups will self-select chapters in the book that best meets their professional and instructional needs	Teachers	September 2014-June 2015	Principal and Network 412
Principal will monitor and make recommendations based on observation data for the differentiated Professional Learnings using the <i>Master Teachers</i> and <i>ParaEducator</i> on-line courses that are aligned to the Charlotte Danielson's Framework for Teaching Rubric that will lead to improved teacher practice and student achievement.	Teachers and Principal	September 2014-June 2015	Teachers, Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Access to Technology – laptops Teacher Team Facilitators On-line Programs – <i>Master Teacher</i> and <i>ParaEducator</i> Book – “ <i>Teach Like a Champion</i> ” by Doug Lemov Book - “ <i>Great Habits, Great Readers</i> ” by Paul Bambrick-Santoyo

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 IIA		Title III		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:				
29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
30. Specify a timeframe for mid-point progress monitoring activities.				
By the middle of February 2015, data meetings with teachers to review student data, observations and personal professional learning plans will take place to discuss progress to date.				
By the end of February 2015, the Professional Learning Plan Committee will meet to review data and teacher feedback to revise where necessary				
Part 6b. Complete in February 2015.				
31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
32.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

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.

Part 1 – Needs Assessment

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|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (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. |

When schools and families work together there is a higher success rate overall. Students do better in school, parents become empowered, teacher morale improves and the community grows stronger. Our goal is to create structures and events to attract and inform parents on educational and community activities to ensure that parents understand what students should know and be able to do in each grade in order to be college and career ready.

According to our 2012-2013 Quality Review, parental engagement was strength for our school. However, in light of the Department of Education’s Instruction Expectations, our implementation of the Common Core Learning Standards, our core curriculum (*ReadyGen* and *Go Math*) and new testing grades, it is important for us to continue to strengthen the home-school connection to inform, and engage our parents in understanding the standards to ensure that all students achieve at high levels.

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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, there will be a 2% increase from 82-84% of our parent participation in parent workshops and other school initiated activities to create a shared responsibility for students and school success.

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) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. 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). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
Teachers will provide student data in ways that families can understand student learning needs and successes so that they can become stronger partners with the school. This data will revolve around Common Core Learning Standards (CCLS) for ELA, Math and Academic and Personal Behaviors. This Parent Engagement time will take place on Tuesdays.	Parents	September 2014-June 2015	Teachers, Parent Coordinator and Principal

Support school level committees that include parents such as the School Leadership Team, the Parent Association and the Title I Parent Advisory Council. We will provide technical support and translation when needed.	Parents	September 2014-June 2015	PA President and Principal
Teachers and the Parent Coordinator will provide workshops to strengthen the home-school connection based on the assessed needs of the parents and students. These workshops will include topics such as: nutrition, parenting skills, ESL, SWDs, computers, homework help, and intervention strategies to build parents' capacity to help their children at home. We will provide written translations when necessary.	Parents	September 2014-June 2015	Teachers, Principal and Parent Coordinator
Monthly celebrations will take place to recognize and celebrate the various cultures in our schools to increase parent participation – including Hispanic Heritage and African American Month Celebrations, Multicultural Fest, Parent Appreciation Breakfast, etc.	Parents	September 2014-June 2015	Teachers, Principal and Parent Coordinator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> • Copy paper • Food/Snacks • Facilitators • Parent Guides

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 IIA		Title III		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:				
39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
40. Specify a timeframe for mid-point progress monitoring activities.				
<ul style="list-style-type: none"> • By February 2015, Bi-annual survey results will be reviewed • At the conclusion of each workshop, parent reflection sheets will be reviewed to determine next steps • The Parent Coordinator will maintain a spreadsheet of participating parents at events to determine our participation rate to date. 				
Part 6b. Complete in February 2015.				
41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Fountas and Pinnell Levels/Core Assessments Lowest Third – State Performance Assessments	Great Leaps Imagine Learning English, Fast ForWord, Foundations Ready New York CCLS Instruction ELA	Small Group, one-to-one, on-line tutoring and direct instruction	During the school day
Mathematics	Core Assessments Lowest Third – State Performance Assessments	Lymboo Ready New York CCLS Instruction Math Starfall Advanced	Small Group and direct instruction	During the school day
Science	Lowest Third – State Performance Assessments	Guided Reading instruction, modeling, scaffolding Harcourt Science materials	Small Group and direct instruction	During the school day
Social Studies	Lowest Third – State Performance Assessments	Guided Reading instruction, modeling, scaffolding Core Curriculum non-fiction trade books	Small Group and direct instruction	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students identified as having behavioral challenges	Counseling provided by the Social Worker	Small group and one-to-one	During the school day – once a week

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

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.
<ul style="list-style-type: none"> • We have 100% highly qualified teachers. When recruiting teachers for vacancy positions, we only interview and select teachers with certifications that match our vacancies. • P.S. 273 has established a Hiring Committee (consisting of teachers and parents) who oversees and assists in the hiring of HQT. Teachers are identified and selected through the Open Market Transfer System and by recommendations from other HQT. • We maintain a safe, nurturing and professional environment where teachers are appreciated and celebrated. Word of mouth and our reputation in the community has allowed us to recruit highly qualified staff members. • New teachers to our school are supported through the new teacher mentoring program and/or by an experienced grade team or subject area teacher. High quality professional development, including classroom intervisitations to observe best practices are scheduled to further their growth.

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).
High quality ongoing professional development to improve teacher practice (focused on the Charlotte Danielson's Framework for Teaching Rubric) and student outcomes is provided for our teachers, the principal and our paraprofessionals by our core curriculum providers, the principal, our teachers, Network 412 curriculum specialists, our online webinar courses with Master Teacher and ParaEducators throughout the year. Our teachers also engage in inquiry work to ensure that our students are meeting and exceeding Common Core Learning Standards

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.).

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

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.

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

4c. "Conceptual" Consolidation of Funds in SWP Schools

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

Program Name	Fund Source (i.e. Federal,	Funding Amount: Indicate the amount	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes
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	State or Local)	contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	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	\$149,849	X	15, 19
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$1,681,361	X	12, 15, 17, 19

¹Explanation/Background:

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

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

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

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.

²The **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 8: 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 CEP 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.

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. P.S. 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. P.S. 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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)

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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 27	Borough Queens	School Number 273
School Name P.S.273		

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

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	222	Total number of ELLs	33	ELLs as share of total student population (%)	14.86%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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

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	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	33	0	3	0	0	0	0	0	0	33

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	33	0	3	0	0	0	0	0	0	33
Number of ELLs who have an alternate placement paraprofessional: <u>2</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	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0													

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>0</u>	Asian: <u>0</u>	Hispanic/Latino: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>	Other: <u>0</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	9	15	2	2	0	0	0	0	0	0	0	0	0	28
Chinese	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	1	1	1	0	0	0	0	0	0	0	0	0	0	3
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	11	16	4	2	0	33								

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	3	2	2	1	0	0	0	0	0	0	0	0	0	8
Intermediate(I)	4	5	2	0	0	0	0	0	0	0	0	0	0	11
Advanced (A)	4	9	0	1	0	0	0	0	0	0	0	0	0	14
Total	11	16	4	2	0	33								

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B	0	0	0	0	0	0	0	0	0	0	0	0	0

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

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

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
We use the Performance Literacy Assessment (PLA), ReadyGen, GoMath, Base-Mid-End Line Assessment, Writing Samples, and the Fountas and Pinnel Benchmark Assessments. Our ELLs' need extra support. The ESL teacher has incorporated guided mini lessons into her pull-out program and teachers have included more independent reading time into the reading block. Our writing teacher is

expanding students' skills and grammar in alignment to the CCLS for language, speaking and listening.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The results of the NYSESLAT reveal that students are in need of extra support in the areas of Reading and Writing.
 3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
According to patterns presented by the NYSESLAT data, more focus has been placed on Reading and Writing. Students in grades K, 1, 2 and 3 receive additional instruction in Writing two to three times per week. The ESL teacher will continue to push-in during the reading block to assist classroom teachers during reading and writing activities. This reduces the teacher to student ratio and maximizes student achievement. The ESL teacher uses both the Common Core Learning Standards and the ESL State Standards to inform instruction.
 4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
- N/A
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
We use ReadyGen and GoMath benchmark assessments for all children. When in need we incorporate the recommended ELL support strategies that are embedded in the program. If after analyzing the benchmark assessments, students are not progressing at the desired rate then we provide Tier II intervention at student ratio of 10:1. Progress monitoring data is used to make educated decisions about changes in goals and instruction. If students continue to show low academic achievement they are identified for Tier III intervention using Great Leaps.
 6. How do you make sure that a child's second language development is considered in instructional decisions?
Teachers gather data about students from the student interest survey. They incorporate this data into their lesson plans as a way of motivating students and enhancing student learning experiences and language skills. They also use Universal Design for Learning strategies which allows access for all students. Content area vocabulary is pre-taught, and teachers build upon students prior knowledge and integrate cultural experiences and texts.
 7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of the ELL program is evaluated through the NYSESLAT data, classroom assessments, informal anecdotal records and formal assessments. The student's individual success in all content areas is monitored through the progress reports, running records, and informal assessments from the ESL instructor. Ultimately, success is evaluated by students reaching grade level academic standards.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 1. Upon entering the NYC public school system, students and their parents are administered the Home Language Identification Survey (HLIS) by a pedagogue, which will be the ESL teacher. The response from the survey, coupled with an informal interview will

determine whether the student should be given the LAB-R exam. If a student is unable to perform on the LAB-R, the LAB will be administered to our Spanish-speaking students. We have bilingual paraprofessionals and office staff to assist when needed. The LAB-R is administered within the first ten (10) days of admittance into the school system. The results of the LAB-R indicate whether or not the student will be placed in a language program.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
If the student is identified as an English Language Learner based on their LAB-R results, their parents are invited to attend a parent orientation. Based on the enrollment of newcomers, coupled with LAB-R results, parent orientations are held as needed. We will reach out to the network leader and District 27 to identify schools that offer the program of their choice. If and when a program becomes available, a letter will be sent home to parents informing them of the change. If parents do not respond within 48 hours, a follow-up phone call will be made to reach out to the parents.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
Entitlement letters are sent out to the parents once students are identified as English Language Learners. The time and date of the parent orientation are included in the entitlement letters. Once they arrive at the school, parents are given brochures and visual information about TBE, Dual Language, and Free Standing ESL that is provided by the New York City Department of Education. After the parent orientation ends, parents are instructed to fill out the Parent Survey and Program Selection forms. If a parent is unable to fill out these forms at that time, they have the opportunity to bring in the forms the following day along with their child. At the beginning of each year, parents will be given continued entitlement letters for current year instruction. These letters will be collected by the ESL teacher. The entitlement letter records, the Parent Survey and the Program Selection forms are given to the school secretary and secured in the main office.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
Students are placed in the program their parents have chosen. All forms are collected by the ESL teacher. All the forms that are collected are given to the school secretary to be stored in the main office. Parents are encouraged to contact the ESL teacher and Principal with any questions or concerns. If communication in English is not possible, an interpreter will be provided to explain the program as well as provide them with information about their child's progress.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
When a student is placed in a language program, that student is administered the New York State English as a Second Language Assessment Test (NYSESLAT) every Spring. If the student tests to proficiency (P) level on the NYSESLAT, he/she will no longer need to receive ESL services. If the student does not achieve proficiency (P) on the NYSESLAT, he/she will remain in their selected ESL program every year until he/she achieves proficiency on the NYSESLAT. Once the student is identified as an ELL student, the school secretary inputs the necessary codes into the ATS system. The RLER report is generated to verify the students who are eligible for testing. All children who are serviced in ESL will be scheduled for the NYSESLAT accordingly. The speaking portion is done on an individual basis. The listening, reading, and writing sections are done as a group. A schedule is in place to ensure each child has the allotted time. Absentees are tested if allowable by the end of the cut off date.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
All 33 Parents have chosen Freestanding ESL, which happens to be the only option available at this time.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - a. The school currently uses the Push-in/Pull-out organizational models for ESL; as well as Co-Teaching and Collaborative teaching.
 - b. The ESL teacher works with ELL's during literacy and math instruction in collaboration with the general education classroom teachers to provide language acquisition and vocabulary support. The ESL teacher plans during common prep time with classroom teachers to address the needs of ELLs. Students work in pairs based on language proficiency, and during small groups, the ESL teacher emphasizes the same strategies that are being taught in the classroom. ESL strategies such as total physical response, and whole language are used to help children gain both fluency and comprehension in the English language. In conjunction with helping the advancement of the children's oral expression, the teacher often reads aloud to the students and gives them opportunities to respond to literature through writing and drawing. Students' native language is used as an asset. During Pull-Out, students are grouped homogeneously according to level or need for English-acquisition-focused instruction.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

The ESL teacher provides services for Beginners and Intermediate ELL students for 8 periods per week at 45 minutes per period for a total of 360 minutes per week. The advanced ELL students are serviced for 4 periods per week at 45 minutes per period for a total of 180 minutes per week.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

other students. The ESL teacher also uses instructional strategies and methods such as movement, music, technology, drama, and TPR to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Currently students are not of age to take the state exams. If a student is unable to complete the Lab-R, he/she is given the Spanish Lab. The Lab is available for our Spanish speaking students. When necessary a Spanish speaking translator is provided.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Writing is done through school-wide prompts. Reading is evaluated through Fountas and Pinnell assessments. Speaking and listening are evaluated through beginning, middle and end teacher-made assessments that are aligned to CCLS and ESL standards. Evaluation is also done through ELL-Periodic Assessment.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

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

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

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

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

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

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

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

Courses Taught in Languages Other than English ⓘ

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

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

Courses Taught in Languages Other than English

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

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

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts:	0		0	0
Social Studies:	0		0	0
Math:	0		0	0
Science:	0		0	0
0	0		0	0
0	0		0	0
0	0		0	0
0	0		0	0

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

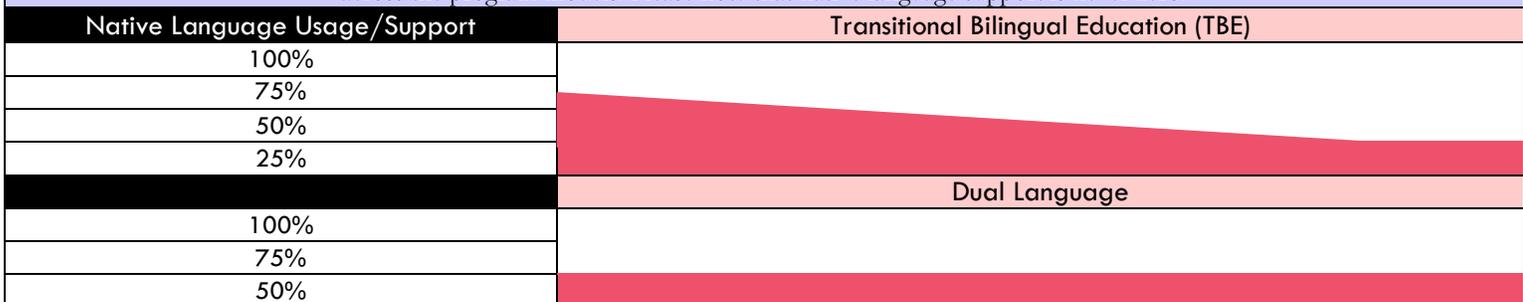
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

(simultaneous)?

N/A

C. Professional Development and Support for School Staff

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

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

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

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

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

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

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

*11/7/13- Data Analysis

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

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

* 3/7/14- Lesson/Unit Planning

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

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

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

D. Parental Involvement

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: 273

School DBN: 27

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Brenda Ward	Principal		9/30/13
	Assistant Principal		1/1/01
Karina Gallo	Parent Coordinator		9/30/13
Renee Palermo	ESL Teacher		9/30/13
	Parent		1/1/01
Joycelyn Sampson	Teacher/Subject Area		9/30/13
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 27Q273 School Name: P.S. 273

Cluster: 1 Network: 108

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

2013-14 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Public School 273	DBN: 27Q273
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: 33 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

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

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

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

Part B: Direct Instruction Supplemental Program Information

that they receive appropriate support from the certified ESL teacher.

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

Part C: Professional Development

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

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

Begin description here:

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

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

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

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

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

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

*11/7/13- Data Analysis

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

Part C: Professional Development

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

* 3/7/14- Lesson/Unit Planning

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

Part D: Parental Engagement Activities

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

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

Begin description here:

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

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

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

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

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

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

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

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

Part D: Parental Engagement Activities

education.

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

Parents will be notified through letters, flyers and phone calls (where necessary). Translation services for parents will be provided as needed.

Part E: Budget

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

Allocation Amount: \$ _____

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

Part E: Budget

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

Allocation Amount: \$ _____

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