



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001): **18K272**

School Name: **P.S. 272 CURTIS ESTABROOK**

Principal: **DAKOTA KEYES**

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Curtis Estabrook School Number (DBN): 18K272
Pre-K through Grade 5
Grades Served: _____
School Address: 101-24 Seaview Avenue
718 241 1300 718 241 5549
Phone Number: _____ Fax: _____
School Contact Person: Dakota Keyes Email Address: dkeyes@schools.nyc.gov
Principal: Dakota Keyes
Amy Bernstein
UFT Chapter Leader: _____
Lavette J. Meredith
Parents' Association President: _____
Pia Nelson
SLT Chairperson: _____
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Tiajuanna Taylor
Student Representative(s): _____

District Information

District: 18 Superintendent: Beverly Wilkins
1106 East 96th Street Brooklyn, NY 11236
Superintendent's Office Address: _____
Bwilkin@schools.nyc.gov
Superintendent's Email Address: _____
718 566-6008 718 649-7074
Phone Number: _____ Fax: _____

Borough Field Support Center (BFSC)

BFSC: Brooklyn South Director: Cheryl Watson-Harris
415 89th Street, Brooklyn, NY 11209
Director's Office Address: _____
cwatson21@schools.nyc.gov
Director's Email Address: _____

Phone Number: 718 759-3900 Fax: 718759-4879

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Dakota Keyes	*Principal or Designee	
Cynthia Bryant	*UFT Chapter Leader or Designee	
Lavette J. Meredith	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Tiajuanna Taylor	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Victor Burt	CBO Representative, if applicable	
Pia Nelson	Member/ UFT /SLT Chair	
Nikia Brown-Joyce	Member/ Parent	
Ann Marie Frawley	Member/ UFT	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Randi Fedder	Member/ CSA	
Tracy Johnson	Member/ Parent	
Crystal Williams	Member/ Parent	
Felicia Rodriguez	Member/ Parent	
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students*.

The Framework for Great Schools and SCEP Development



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

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 Framework for Great Schools 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 (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

The Six Elements of the Framework for Great Schools

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.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

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 administrators value each other.

Accountability Tools and the Framework for Great Schools

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

NYSED’s Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

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

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

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

The Curtis Estabrook School is an elementary school with 535 students from pre-kindergarten through grade five. The school population comprises 84% Black, 12% Hispanic, 2% White, and 2% Asian students. The student body includes 3% English language learners and 12% special education students. Boys account for 54% of the students enrolled and girls account for 46%. The average attendance rate for the school year 2014 - 2015 was 89.4%.

The Curtis Estabrook School provides an inclusive nurturing environment, whereby effective support for academic and personal behaviors undergirds school improvement efforts. Central to the school's mission to nurture a more cohesive learning community, which cultivates mutual respect and care for students and adults, is its opening exercise. Each school day begins with a lyrical ritual that affirms the potential of all members to achieve, both individually and collectively.

The Capturing Kids Hearts behavior management/leadership program supports the school's priority of maintaining professional relations that reinforce common expectations among adults and encourage positive personal behaviors in students. Ninety percent of the staff and a cadre of parents have participated in training sessions for building supportive collaborative relationships resulting in the adoption of effective social-emotional and academic behaviors.

School leaders and faculty adopt and adapt coherent and rigorous curricula that align with Common Core Learning Standards (CCLS) ensuring opportunities to access higher order cognitive skills. Across all content areas and grades, the curriculum integrates instructional shifts aligned with Common Core Learning Standards (CCLS) and Citywide Instructional Expectations (CIE) such as reading a balance of fiction and non-fiction texts, annotating texts, solving word problems using real life experiences, and justifying opinions with text-based evidence. The school implements the full resources of the core curriculums, Ready Gen and Go Math! Therefore, students experience explicit instruction guided by opportunities for high-level engagement. To further support student acquisition of grade level expectations, teachers augment modules to incorporate adjusted pacing of lessons and tailor the number of learning objectives taught during the implementation of units. Thus, curriculum maps reflect time-bound planning for engagement in close reading of texts, collaborative work to complete performance tasks, tasks to promote making math thinking visible, and writing activities to reinforce the use of academic vocabulary as such the school develops curriculum based on learning needs and standards.

The school is particularly challenged with closing gaps for special education students, and for low performing general education students. However, revisions to curriculum and the work of teacher teams engender opportunities for a diverse population of students to access cognitively engaging tasks. Intentional organizational decisions that support the school's instructional goals and strengthen teacher practice in order to create pathways to college and career readiness are facilitated. The principal intentionally allows time for collaborative team meetings, which result in a shared focus on grade or school specific goals. As a result, teachers have dedicated time to examine student work, unpack curriculum, critically analyze CCLS learning expectations, and create performance tasks that enhance learning experiences toward students attaining requisite skills. Team meetings follow clear agendas and protocols such as the use of Collaborative Team Goal Sheets that result in progressive refinement of teacher teamwork. The school leader reviews goal sheets and provides weekly feedback on the instructional, pedagogical, and operational goals set by each grade team. Collectively, teachers summarize their use of this dedicated time by citing their work as "accomplishments". The principal evaluates the quality of their work based on relevance to the school's instructional goals, alignment to CCLS, and purposefulness of the activity. Written guidance coupled with reviews of student work and team artifacts assure coherence in teacher team practice toward acceleration of desired student achievement.

The elements of the Framework for Great Schools in which our school has made the most progress over the past year are:

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

The key areas of focus for this school year are:

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.

18K272 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	513	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	80.1%	% Attendance Rate		89.2%	
% Free Lunch	81.5%	% Reduced Lunch		4.9%	
% Limited English Proficient	2.3%	% Students with Disabilities		25.3%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.5%	% Black or African American		82.1%	
% Hispanic or Latino	12.2%	% Asian or Native Hawaiian/Pacific Islander		2.4%	
% White	1.7%	% Multi-Racial		0.9%	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	8.68	# of Assistant Principals (2014-15)		1	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		6.7%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		6.97	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	11.0%	Mathematics Performance at levels 3 & 4		10.8%	
Science Performance at levels 3 & 4 (4th Grade)	82.9%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Across all content areas and grades the curriculum integrates instructional shifts aligned with the Common Core Learning Standards so that students experience explicit instruction guided by opportunities for high-level engagement.</p> <p>The focus the year is to improve the alignment of expectations and teacher instructional practices throughout the school by insuring the inclusion of rigorous tasks that stimulate higher-order thinking and build deep conceptual understanding and knowledge in all content area curriculum units.</p>		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, teacher teams will engage in instructional practices organized around annual, unit and daily lessons, designed to facilitate the implementation of curriculum units in math, ELA, social studies and science which include rigorous tasks that engage students and promote high levels of student engagement and inquiry for all students.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>The data specialist will provide teachers with school-wide as well as individual student data in areas of ELA and math. Professional development will be facilitated on interpreting data and</p>	<p>Lowest percentile including ELLs, SWD's and minority males</p>	<p>Sept. 2015-June 2016</p>	<p>Teachers, Data Specialist and RTI Coordinator</p>

utilizing the information to develop curriculum units which are aligned with the Common Core Learning Standards			
Administrative and instructional staff and teacher teams will meet during common planning times to plan and align curriculum	All students with a focus on ELLs, SWD's and minority students	Sept. 2015-June 2016	Administrative staff, instructional staff and teacher teams.
Teachers will look at student work to gather information about student learning and inform revisions to instructional units	All students with a focus on ELLs, SWD's and minority students	Sept. 2015-June 2016	District support staff and teachers
Dedicated Response To Intervention coordinator monitors delivery of services ensuring teachers are aligning services with the data	Targeted Group	Oct. 2015-June 2016	RTI Coordinator

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Additional budgetary resources to acquire instructional resources which address the needs of the SWD’s population (i.e. Foundations,) as well as, the instructional needs of at risk, Tier 1 and Tier 2, general education students. School embedded (on site) professional development opportunities will be facilitated to improve teachers’ pedagogical skills. (refer to attached Budget Alignment document for human resources and schedule adjustments)											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
1. Complete data analysis for each student, observation of implementation of monthly professional development – Dec 2015
2. Review of weekly planning session minutes detailing planning time activities and accomplishments – Sept. 2015 – June 2016
3. Completed unit plans and rigorous tasks in ELA, math, social studies and science which are aligned to the Common Core Learning Standards – Oct/Nov 2015, Jan/Feb 2016, April/May 2016

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	D
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>Central to the school’s mission to nurture a more cohesive learning community, which cultivates mutual respect and care for students and adults, is its opening exercise. Each school day begins with a lyrical ritual that affirms the potential of all members to achieve, both individually and collectively. Students, faculty, staff, and parents joined by administrators gather in the gymnasium or auditorium to sing and dance to the school’s anthem Believe . The song selected by the principal for its inspiring message promotes academic and personal behaviors, such as resilience and persistence fostering a culture conducive to mutual care and high esteem.</p> <p>Because the school community believes a nurturing environment supports improved academic outcomes, the school’s improvement efforts include a custom that supports an inclusive culture conducive to social-emotional growth.</p> <p>The focus for this school year is to encourage and participate in the development of all school constituents to be able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.</p>		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified

priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, school constituents will be able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes, through engagement in ongoing community building opportunities (i.e. Parent Leadership Retreat, Dad’s Bring Your Child to School Day, Family Paint Night, Family Night, Mom & Muffins / Dads & Donuts etc). We will complement the school’s current practices, especially the school’s implementation of Capturing Kids’ Hearts and use teacher, parent and student collaborations embedded within the program to further support the use of skills and behaviors that would assist our school community members in being better able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
Parent Leadership Retreat	Parent body, teachers and support staff	Sept. 2015 / Oct. 2015	Parent Coordinator, Community School Coordinator, Administration, Support Staff and Teachers
Welcome Back To School Night	Parents & Students	Sept 2015	Administration, parent coordinator, guidance counselor, teachers, support staff
Family Night	Parents, students and teachers	Sept 2015– June 2016	Administration, parent coordinator, guidance counselor, teachers
Community School Implementation Activities	Community School Implementation Activities	Dec. 2015- June 2016	Administration & Selected CBO's (OASIS, Afterschool All Stars and Hebrew Educational School

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Parent volunteers, continued collaboration with PTA, AIDP grant disbursement (Refer to attached Budget and Resource Alignment)											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
1. Facilitation of all scheduled activities from Sept 2015 through Nov 2015, Dec 2015 through Feb 2016 and March 2016 through May 2016											
2. Nov. 2014, Feb2016, May 2016											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

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

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Use of a variety of formative and summative assessment tools to measure learning and determine student progress is utilized by teachers. Multiple measures of student learning such as baseline, mid-line, and end-line Performance Series assessments, Fountas and Pinnell Reading benchmarks, unit and chapter assessments, performance tasks, and student work samples provide teachers with relevant information to determine trends and make purposeful adjustments to instruction.</p> <p>This work is being refined and linked to this year’s instructional focus aimed at strengthening teacher team work that stimulates ongoing analysis of student progress toward grade and content goals. While this work provokes thoughtful adjustments to instruction for target groups of students, it is not yet consistent work across grades hindering adjustments to curricula and instruction to hasten progress for all students</p>		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, increase the use of formative assessment data across the grades and subject areas to entrench checks for understanding and student self-assessing practices in order to meet all students’ learning need</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Weekly review of student work artifacts/ unit assessments during common planning time</p>	<p>Teachers and instructional support staff</p>	<p>Sept 2015 – June 2016</p>	<p>Administration</p>
<p>Grade Teams will participate in district/school based professional development with formative assessments and subsequent data analysis as a focus</p>	<p>Teachers and instructional support staff</p>	<p>Oct. 2015 – May 2016</p>	<p>Administration and grade leaders</p>
<p>Increased and more accurate use of formative data to identify students in need of RtI, AIS and Enrichment</p>	<p>Teachers and instructional support staff</p>	<p>Oct 2015 – May 2016</p>	<p>Administration, RtI Coordinator, AIS teacher, IEP teacher</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Rtl instructional resources, facilitation of flexible programming											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA	X	P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Use of data from Fall baseline assessments (Sept./Oct. 2015), Fall Performance Task (Oct./Nov 2015), Fall benchmarks (ELA & Math/ Dec 2015), Spring benchmark (March 2016). Fountas &Pinnell assessments – Sept. 2015/ Jan. 2016, March 2016 (K-2 only), May o2016
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	D
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	H
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	H
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	H
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
Ninety-eight percent of teachers surveyed believe the school is teaching the social and emotional skills needed in middle school as reflected by the 90% course pass rate of former students currently enrolled in neighboring middle school. The school community believes a nurturing environment supports improved academic outcomes therefore all school improvement efforts incorporate this belief .		

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2016, we will be considered a fully functional community school. Special attention will be given to mentoring our young boys, as well as, providing individual and family counseling. This work will be facilitated in collaboration with our selected CBO's – OASIS, After School All Stars, Prototype Performance Lab and Hebrew Educational School. Meeting this goal will be evidenced by the data available via the community school data sorter tool, the Office of Youth Services captured data and school environment and learning surveys.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>The data specialist will provide teachers with school-wide as well as individual student data in areas of ELA and math. Professional development will be facilitated on interpreting data and utilizing the information to develop curriculum units which are aligned with the Common Core Learning Standards</p>	<p>Teachers and students</p>	<p>Bi-weekly Sept.2015- Dec. 2015</p> <p>Monthly Jan. 2016 –May 2016</p>	<p>Data Specialist, administration, teacher</p>
<p>Administration, instructional staff and teacher teams will</p>	<p>TeacherS</p>	<p>Weekly Sept 2015 – June 2016</p>	<p>Administration and Instructional Leadership</p>

meet during common planning times to re-visit vision and instructional goals			
Parent Engagement Activities – Monthly Family Night, Parent Workshops	Parents	Monthly Sept. 2015 – June 2016	Parent Coordinator, administration, Community School Director, Americorp Parent Engagement Liaison

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
AIDP grant funding, Professional Development allocations (refer to attached Budget and Resource Alignment document)											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA	X	P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
Review of parent workshop agendas – Weekly											
Review of attendance sheets – (Parent and teacher workshops)- Weekly											
Quarterly needs/ efficiency surveys – (Parent and teacher workshops)Sept. 2015, Dec. 2015, March 2016, May 2016											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	H
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>The school provides an inclusive nurturing environment, whereby effective support for academic and personal behaviors undergirds school improvement efforts.</p> <p>The focus for this year is to insure the entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success</p>		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, we will have facilitated parent workshops to continue to educate our parents on how to interpret data so that they can better understand and assist their children. Teachers and support staff will meet with parents during the parent engagement time to further assist and empower them with understanding all available student data. Meeting this goal will be evidenced by a monthly review of our school developed parent engagement logs which provides clear data on parent inquiries, the nature of these inquiries and the subsequent responses. The data engendered from these data sources will provide the information needed to measure the success of our shared efforts to meet this goal.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Parent Workshops</p>	<p>Parents</p>	<p>Sept. 2015 –June 2016</p>	<p>Administration, parent coordinator, The Leadership Program, OASIS Children’s Services, Afterschool All Stars</p>
<p>Parent Engagement Activities</p>	<p>Parents</p>	<p>Sept. 2015 – June 2016</p>	<p>After School All Stars</p>
<p>Quarterly Progress Reports</p>	<p>Parents</p>	<p>Oct. 2015 Jan 2016</p>	<p>Administration, instructional support staff and teachers</p>

		Mar 2016	
		May 2016	

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Set aside parent involvement allocations, 21 st Century grant funds, AIDP grant funds (refer to Budget and Resources Alignment)											
Part 4b. 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 SWP		Title I TA	X	P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
Review of parent workshop agendas - Weekly											
Review of attendance sheets – Weekly											
Quarterly needs/ efficiency surveys – Sept. 2015, Dec. 2015, March 2016, May 2016											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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)	Review of baseline assessments, most recent ELA exam scaled scores, Interim assessments	Skills based driven by data analysis	Small group	Small group and one-to-one
Mathematics	Review of baseline assessments, most recent Math exam scaled scores, Interim assessments	Skills based driven by data analysis	Small group	During school and after school
Science	Review of results of teacher generated assessments, most recent NYS Science exam scores (grade 4 only), Interim assessments	Skills based driven by data analysis	Small group	During school
Social Studies	Review of results of teacher generated assessments, periodic Interim assessments	Skills based driven by data analysis	Small group	During school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	PPT meetings, Community Schools Committee meetings, referrals by teachers, IEP mandates	Group and one-to-one sessions	Small group and one-to-one	During school and after school

Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4]
- 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

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.
School administration will work with human resources to insure that all teachers are highly qualified, form partnerships with local colleges to identify new staff and attend central borough wide hiring fairs

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
Promote and facilitate Common Core Learning Standards aligned student work that reflects the implementation of current system-wide reform initiatives
Involve parents in their children's education through greater collaboration with teachers and other school staff, and increased engagement in the school's education program

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/information, early intervention services, etc.).

The transition for Preschool students into the K-5 system will include a development of curriculum maps that accommodate transitioning activities during the Spring semester. Additionally, Preschool teachers will collaborate and articulate with Kindergarten teachers. Lastly, Preschool students' parents will be afforded an opportunity to participate in an orientation session to assist in the transition from Pre-K into the K-5 system.

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.

Teachers on the MOSL team have worked collaboratively to determine the selection of appropriate multiple assessment measures and professional development has been provided for staff

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	482,339.00	X	5A, 5B, 5C, 5D, 5E
Title I School Improvement 1003(a)	Federal	\$16,979	X	5A, 5C
Title I Priority and Focus School Improvement Funds	Federal	\$94,377	X	5A, 5B, 5E
Title II, Part A	Federal	187,584.00	X	5A, 5B, 5C, 5D,
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,649,279.00	X	5A, 5B, 5C, 5D, 5E

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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 have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school's Title I Parent Advisory Council (PAC) 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) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[PS 272]**, 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. **[School name]** 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) Template

[PS 272] , 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 on assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 18	Borough Brooklyn	School Number 272
School Name Curtis Estabrook		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Ms. Dakota Keyes	Assistant Principal Mrs. Randi Fedder
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Ms. Kizzy LaMont	School Counselor Ms. Veronica Greico
Teacher/Subject Area Ms. Lorna Gill	Parent type here
Teacher/Subject Area type here	Parent Coordinator Ms. Hazel Pickney
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent Ms. Beverly Wilkens	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL 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/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	1	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	445	Total number of ELLs	9	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" 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"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	9	Newcomers (ELLs receiving service 0-3 years)	7	ELL Students with Disabilities	3
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	2	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	7		2	2		1				0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

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

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

* EP=English proficient student

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

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____

Freestanding English as a New 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		2	1			1								0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic		1			1	1								0
Haitian				1		1								0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)						1								0
Emerging (Low Intermediate)				1										0
Transitioning (High Intermediate)														0
Expanding (Advanced)		3	1	1		1								0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	1				0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4			1						0
5									0
6									0
7									0
8									0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.

The assessment tool our school uses to assess the early literacy skills are Fountas and Pinnell and Reading Records. Fountas and Pinnell is used in grades K-5 in order to determine what reading level a child is on. These levels include the independent level, the instructional level and the frustration level. These results can drive small group instruction, primarily in the formation of guided reading groups and can be an indicator of academic intervention when needed.

Running Records also measure fluency. A child is given a passage to read and is timed for one minute. During that time, the teacher takes notes on oral mistakes, omissions and self corrections in order to gauge areas of strength and areas that need improvement.

In order to monitor the progress of ELL students throughout the course of the school year, the ESL teacher uses portfolios, rubrics, teacher observations, anecdotal reports, checklists and teacher-made tests. The ESL teacher collaborates with the ELL child's classroom teacher regarding ELL student progress.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

Data patterns across proficiency levels on the NYSITELL (New York State Identification Test of English Language Learners) and the NYSESLAT both indicate that, in most instances, literacy skill development in both reading and writing lags behind speaking and listening development. The NYSESLAT patterns across modalities confirm this trend with proficiencies developed in the following order: Speaking, Listening, Reading and Writing.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The ESL teacher utilizes the patterns to affect instructional decisions by providing additional focus on activities that highlight practice in literacy skills. These activities will include reading and writing workshops, guided and shared reading, reading comprehension and fundamentals of writing.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

ELLs who are brand new to this country and are literate in their native language seem to have an advantage by using native language tests. However, in our experience, native language literacy proficiency in the elementary school often falls short of the reading and writing skills we hope the children might have previously acquired. While math results appear to be more universally successful, content area subjects such as social studies and science are more difficult to negotiate due to subject matter and schema.

b. The results of the ELL Periodic Assessments are used to drive instruction in strength and weakness areas. The patterns across proficiencies and grades using data from NYSESLAT have shown the following results. The school leadership team and teachers use the results of the ELL Periodic Assessments to assist in instructional decision making. School leadership and teachers identify the levels and skill deficits of students in the school. Students are grouped according to skill deficiencies and academic needs. Data provides the school leadership and teachers information to create programs that will help students progress further academically.

c. The ELL periodic assessments provide practice in the more difficult areas of reading and writing and may produce a better overall result on the NYSESLAT. Native language is used in the classroom through the use of language glossaries, multicultural books in their library. Students are also buddied with a student who speaks the same language. There are also glossaries and books in students' native language in the classrooms. :

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

Classroom teachers generally confer with the ESL teacher regarding ELLs they feel may need additional academic support within the Response to Intervention (RtI) framework. The classroom teachers and ESL teacher work together to devise a plan to help support students and bridge the gaps they have in regards to the mainstream curriculum. The ESL teacher will do additional testing to pinpoint the specific deficits a student has, offer suggestions to the classroom teachers on how to address the ELLs deficits, and also works to address those deficits when he pulls the students out for ESL services. The ESL teacher and classroom teachers also assesses ELLs regularly to determine their progress in closing the gap between their current performance level and grade-level readiness. For example, all students in the school are given the Fountas and Pinnell assessment to determine their reading level. However, ELLs who are newcomers or who cannot test with the Fountas and Pinnell are then given a phonics screener by the ESL teacher to determine their proficiency in phonemic awareness and reading readiness in English. Once the data is collected, the ESL teacher and classroom teachers then devise an intervention plan as well as a progress monitoring schedule to measure how well the ELLs who need additional supports are progressing. PS 272 uses data from the monthly assessments to identify Tier II and III students. All of PS 272 is involved in RTI. The classroom teachers conduct RTI in their classrooms (Tier I and Tier II). There are also cluster teachers and out of classroom staff who also work with Tier II students.

6. How do you make sure that a student's new language development is considered in instructional decisions?

We have interwoven a variety of linguistic approaches for second language learners. We use materials especially in literacy to create comprehensive and dynamic language activities and skill building techniques. This diversity of methods will address what we know to be true; that no two students learn alike. We organize workshops through our instructional day to accommodate a systematic framework for all learners. We model techniques using big books, shared reading, independent work, and motivating activities for the children to explore. We incorporate innovative instructional models in the classroom such as working with traditional rhymes, fingerplays, songs and stories and for the upper grades lessons are centered around literature and across the curriculum. Additionally, we provide opportunities for students to interact with their teachers and peers. We incorporate peerwork, small group work language experience activities, cooperative learning, hands-on experiments and projects to encourage collaborative learning to increase the students' social growth. The students' social and academic needs are addressed and assessed quarterly to monitor their strengths and weakness. This allows the educational staff to develop strategies that will enable them to become excellent communicators. The ESL teacher uses data from the ELL Periodic Assessment, the NYSESLAT, and teacher made assessments to drive instruction. The ESL teacher is responsible for monitoring and tracking students progress through formal and informal assessments and is shared with the ELL's teachers to drive instruction. When the ESL teacher pulls out students she supports second language development within her lessons through the use of manipulatives, books and other instructional materials. The ESL teacher also meets with the classroom teachers to ensure that the ELLs instructional needs are being met during instruction. The ESL teacher attends team meetings and corresponds via phone in order to ensure that all teachers involved in the students academic progress are included in driving instruction.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

The ESL teacher and school leadership analyze and discuss data from the NYSESLAT annually once the scores become available. From the data, we look for trends, possible problem areas, and modalities that our students are the strongest in. The ESL teacher then looks closely at the instructional practices and materials used in the previous year and reflects on their efficacy. After the reflection, decisions are made by the ESL teacher and school leadership on which programs and instructional practices might work best to meet the needs of our students. Also, the ESL teacher and school leadership devise a list of students who need the most support and target those students for the extended day program as well as the Title III after-school program. The ESL teacher also makes decisions on the instructional focuses for the school year.

The Title I teacher, Inquiry team members, ESL teacher, SETSS teacher, academic clusters, such as science, administer assessments and evaluate the results. Classroom teachers use the monthly assessments across content areas and conferencing sessions to evaluate if the child is making progress. The data from these assessments allow teachers to identify the students' weak skills and re evaluate their own teaching. Teachers gear their instruction to the needs of their students.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.

When a child is first enrolled in the New York City Public School System, it is imperative that the school provide trained individuals adept in assessing eligibility for possible English Language Support Services. The steps to determining eligibility are as follows:

1. The parent/ guardian of the newly enrolled child completes a Home Language Identification Survey form in his/her native language. The HLIS form is provided by Ms. LaMont, English only speaking licensed ESL Teacher. If a HLIS form does not exist in the parent's native language, we procure assistance in the form of a licensed pedagogue or administrator to assist in completing the HLIS form and conducting a native language interview. Translation services are readily available during the ELL Identification Process. After successfully completing the first part of the HLIS form, an informal parent/child interview and the formal initial assessment are then conducted by either Ms. LaMont, licensed ESL teacher, or Ms. Gill, licensed ESL teacher or (2) licensed administrators; Principal Keyes, or Assistant Principal Fedder. In the event that we cannot provide appropriate in-house translation services due to the parent's native language, we contact the Board of Education's Translation and Interpretation Center for trained assistance. The ELL Identification Process must be completed within ten (10) school days of a child's initial enrollment as per CR Part 154.

Based upon the completion of the HLIS form and the results of the formal and informal interviews, the newly enrolled child is designated as "eligible" for NYSITELL testing or "not eligible" for testing. The person determining eligibility for testing is Ms. Kizzy LaMont. If the students home language is English, the ELL identification is terminated at this step.

If the criteria for testing is met, the child is then administered the NYSITELL. The NYSITELL is given only once to a student when he or she first enters the New York City School system. If a child with a home language of Spanish tests into the ESL program by virtue of the NYSITELL, he/she is then administered the Spanish LAB test. The Spanish LAB is also administered only once in a child's school career.

The ESL teacher is trained in administering the test. The NYSITELL is scanned in to ATS for scoring to determine if the student is English proficient. If the tested student scores proficient on the NYSITELL, parents are notified in writing that their child is not eligible for one of the three program option for English language learners and the ELPC screen is immediately updated in ATS.

After the NYSITELL is administered, a child is deemed "eligible" or "not eligible" for ESL services. If the child is not eligible, the parent is informed via a "Non Entitlement" letter, sent home in the child's native language. If the child is indeed eligible for ESL services, the parent then receives an "Entitlement" letter, again in the native language. These letters, in the appropriate native languages, are available to the ESL pedagogue and school administrators on the NYC Department of Education website.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Paste response to question here:

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members

(refer to ELL Policy and Reference Guide, ELL Identification section).

Once there is a new ELL with an IEP, the LPT members have to determine if that student should take the NYSITELL. The LPT is comprised of the school administrator, a certified ESL teacher, the director of special education, the student's parent/guardian, and a translator. The LPT has to consider the information gathered from the HLIS, the student's history of language use in school and home or community, the results of the individual evaluation which includes assessments administered in the student's home language, and information provided by the Committee on Special education as to whether the student's disability is the determinant factor affecting his proficiency in English. Based on this evidence, the LPT must determine if the student has language acquisition needs or if the student's disability is the determinant factor affecting proficiency in English.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

After a student is determined to be an ELL, the parents/guardians of that student are sent the Entitlement Letters in their home language. The Entitlement Letter also contains the date for the parent orientation. The letter instructs the parents to contact the ESL teacher if they are unable to attend the meeting at the scheduled date and time. Additionally, parents are also notified by phone to remind them of the meeting.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to ELL Policy and Reference Guide, Re-Identification of ELL Status section).

The parents/guardians of the students who is undergoing the ELL Identification Process, are informed that they have the right to apply for the Re-Identification Process within 45 school days of enrollment should they believe that a student has been misidentified as an ELL or non-ELL. The school must initiate a review of the ELL status determination upon receipt of a written request from the student's parent/guardian or the student's teacher.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

At the parent orientation meetings, parents are shown the video and are given the opportunity to discuss the the program options. The ESL teacher and a translator inform the parents that our school only has a freestanding ESL program and would become a part of the program here. However, they are also informed that if they would prefer one of the other two program options, we would assist them in finding a school that offered the Traditional Bilingual Education of Dual Language program model.

If parents choose ESL as their first choice, students are placed in the program at PS 272 and begin receiving services immediately. If a parent chooses another program as their first choice, the parents are contacted by a staff member who speaks their native language within five school days of the school's receipt of their Parent Survey and Program Selection form. They are given information of the closest schools to their address that have the program of their first choice. However, they are informed that their child will still be placed in the ESL program at PS 272 while they are enrolled at our school.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

At the parent-orientation meeting, the parents complete the Parent Survey and Program Selection Form. The forms are immediately collected after the meeting from the parents before they leave. If parents do not attend the meeting, they are contacted to schedule an individual meeting to discuss the program choices and to complete the Parent Survey and program Selection forms. All forms are collected and stored by the ESL teacher in the ESL compliance binder.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

If the Parent Survey and Program Selection forms are not completed and returned, the parents are contacted by phone to ensure that they complete the forms and return them to school in person or send them with their child. The parents are informed that these forms indicate the placement of the student in the program offered in the school in a timely manner.

9. Describe how your school ensures that placement parent notification letters are distributed.

Placement parent notification letters are sent home with students. In addition, parents are also notified by phone (by a person who speaks their home language) to ensure that the parent is aware that their child is receiving ESL services.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

The ESL teacher keeps all the ESL students' documentation in a compliance binder.

11. 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.

The NYSESLAT is administered over a 30 day period. The ESL teacher begins receives testing material in the spring, takes inventory, and stores the material in a locked and secured location until testing begins. The ESL teacher and testing coordinator attends training on administering the NYSESLAT in the spring and then train all pedagogues who will administer the test. The ESL teacher then prints the RELC report from ATS to ensure all students who are eligible to be tested are included in that report and also have a preprinted answer document for all sections. Blank answer documents are carefully bubbled for all students without a precoded document.

Parents are notified a week prior to the testing window and given information on the test in their native language. They are also encouraged to ensure their students maintain regular attendance during the testing window.

The speaking section of the test is administered first. All students are tested by another pedagogue and their performance of the task is immediately scored by the test administrator.

Once the speaking section is administered to all students, the listening, reading, and writing modalities are administered in small groups by the ESL teacher. The students are tested in a quiet and comfortable environment that is conducive to testing. The ENL teacher informs the other pedagogues on the floor that there will be testing in order to maintain a quiet atmosphere. The ENL teacher will post a testing sign on the door. Once all sections of the test are administered, the test and answer documents are locked in a secure location. Pedagogues who are not the ENL teacher or ELA teacher of the students tested are then selected to score the writing portion. Before scoring, they are provided with training from the ENL teacher and testing coordinator on how to score the writing. The scoring guides and rubrics are reviewed and discussed during the training. The ENL teacher and testing coordinator also ensure that no more than 50 percent of one child's writing assessment is scored by an individual scorer.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Continued Entitlement and transitional support Parent Notification letters are sent home with students. Additionally, parents are notified by phone about the information that the letters contain.
13. 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? 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 as per *Aspira Consent Decree*? Describe specific steps underway. (Refer to question six).
6. P.S. 272 maintains a free-standing ENL program with both pull-out and push-in components. The trend in parental program choices over the past several years has been to utilize P.S. 272's ENL program 100 % of the time due to parental constraints of travel and time issues. The last request we received for a Haitian Creole bilingual class placement was in April 2005. Unfortunately, at that time, District 18 did not have any bilingual classes and the parent decided it was not feasible for him to travel to District 17 to enroll his child in a Creole bilingual class. P.S. 276 in District 18, an elementary school in close proximity to P.S. 272, has created two Haitian Creole Bilingual classes. If a parent requests a Bilingual setting for his or her child or if no preference form is ultimately procured, the parent can be directed to P.S. 276 for application to their program. All original HLIS forms, parent choice letters and signed continuation letters are placed in the child's cumulative record file. Copies of these forms are maintained in the ENL room under Ms. LaMont'a guidance.

After reviewing parent surveys and program selection forms, over the past several years, parent choices have remained consistent. Selection forms reflect a 100% choice for PS 272's free standing ENL program as opposed to Transitional Bilingual education or Dual Language programs. While bilingual programs have been of interest to several parents, proximity to home and employment/travel constraints for parents are primary-decision making issues.

The trends support our free-standing ENL program. We do not meet the criteria to maintain a bilingual program. The data to support these trends are the actual parent-selection forms.

The free-standing program model offered at P.S. 272 is in total alignment with our parental requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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. Freestanding ENL program.
 - 1a P.S. 272 maintains a free-standing ESL program. The organizational model is two-fold. It consists of ENL pull-out sessions with the certified ENL teacher. During ENL pull-out instruction, ENL groups are arranged heterogeneously by grade level, either in a single grade environment or a combination of contiguous grades. For example; all grade fourth grade students may receive ENL instruction at scheduled times or the fourth and fifth grade groups may be scheduled to receive instruction together. This is necessary to ensure that the state mandated minutes are delivered to each student based on his or her proficiency level.
 - b. TBE program. *If applicable.*
Paste response to questions here:
 - c. DL program. *If applicable.*
Paste response to questions here:

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Our school only offers a freestanding ENL program. One ENL teacher serves them. Beginning and Intermediate students receive 360 minutes of ESL instruction per week during their ELA instructional block from the ENL teacher. Advanced students receive 180 minutes of ESL instruction per week from the ENL teacher and 180 minutes of instruction per week from their ELA teacher. We utilize a blocked, ungraded, and heterogeneous program model to ensure our students receive their minimum program requirements. Additionally, Former ESL students receive 90 minutes of integrated ESL services during the Extended Learning Time or through a push-in model.

3. Describe how core content is delivered in each program model. 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.

General education and Special Education ELL students are grouped by grade and proficiency levels. They participate in small-group, hands-on and task oriented activities which stimulate the production of verbal and written language. Activities focus on balanced literacy, phonemic awareness, critical thinking, accountable talk and the workshop model. Reading skills are developed through shared reading, guided reading, read-alouds and independent reading. At P.S. 272, there is a strong emphasis on the development of writing skills for ELL students through the use of the writing workshop model, the four square writing method, syntax and spelling activities, editing and shared and creative writing. P.S. 272 uses Ready Gen series in Kindergarten through fifth grade classes. ELL students participate in the Ready Gen Series.

The integration of literature and activities that highlight the diverse cultures of the community engage both students and parents in a meaningful exchange of language and ideas. It is vital to integrate language acquisition and content area instruction in order to promote academic language development. Thematic units provide meaningful new vocabulary and syntactical structures and are designed for maximum comprehensible input. Students build a foundation of academic language which is enhanced by constant exposure to both new and familiar vocabulary. A print-rich language environment is essential for cognitive language acquisition. Instructional scaffolding techniques such as bridging, reflecting, questioning and modeling are employed to support content area instruction and to improve comprehension. Realia, pictures, big books, charts, maps and posters are used to provide context clues and improve English language proficiency. ENL strategies such as Total Physical Response, CALLA, and the Language Experience Approach are used to facilitate English language instruction.

P.S. 272 has specialty teachers in Science as well as Computer Technology, Physical Education and Library to enhance content area instruction for ELL students. Content area instruction is also delivered by the ENL teacher.

Science instruction is provided for students, including ELL students, by a certified classroom teacher with a specialty in Science. P.S. 272 employs the Harcourt series, Science. This series includes textbooks, overheads, workbooks, lab manuals and non-fiction literature for guided reading activities and read-alouds pertaining to science. Hands-on activities and science experiments enhance the science experience for the ELL students. The Science series is geared towards students in grades Kindergarten through Five.

Computer technology skills classes are provided for P.S. 272 students, including ELL students, by a certified classroom teacher who has participated in additional computer science courses. ELL students receive hands-on instruction in all components of Microsoft Works, including Power Point, Excel and Microsoft Word. Additionally, they receive instruction in notebook software for use with Smart Board technology.

Math instruction is provided for students within their classroom by certified classroom teachers who use the Everyday Math Series. This series is used in grades Pre-K through 5 and is complemented by the Math Steps workbook in grades K through 5. While math appears to be the most universal of content area subjects, there is special attention paid to word problems which, in our experience, seem to be the most difficult for ELL's.

When the ENL teacher pulls out the students she focuses on ELA skills and uses the teacher's curriculum maps to align instruction. When she pushes in she pushes in during ELA and Math time. All instruction is in English. However, students receive Native Language support in their classrooms and in the ENL teacher's classroom. There are Native Language libraries and glossaries in ELA and Math. Some of the Title III money is used to purchase these items. upport section in the Teacher's Guide. The Treasure's Program and the Core Knowledge program are aligned with the Common Core Standards. The classroom teacher also assigns a buddy who speaks the same language to the ENL student.

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

Since we only offer a freestanding ENL program, there are no assessments given to students to monitor their progress in their home language.

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

For the speaking modality, the ENL teacher keeps anecdotal notes and conducts formal assessments on each student 3 times per month to measure English acquisition. Additionally, the students are formally assessed with the Periodic Assessment for ELLs twice per year. For the listening modality, the ENL teacher formally and informally assesses students regularly with listening tasks in English. The ESL teacher will play an audio clip or show a video in which students are encouraged to take notes in a manner that best meets their learning needs. Then students are required to answer a series of questions based on the information presented. Students are encouraged to use their notes. For reading and writing, ELLs are assessed twice per year with the ELL Periodic Assessment. Additionally, running records are kept on students who are reading significantly below grade level using the Fountas and Pinnell assessment kit. Also, each ENL student who is able to present written text in English must complete a writing piece at the end of each unit of study taught by the ENL teacher and through teacher made assessments.

Student are interacting in all four modalities in all ENL lessons. Classroom teachers make sure that their students are working in all four modalities across content areas. Evidence of this is seen in their unit plan and lesson plans. All ENL students are assessed annually with the NYSESLAT in the spring.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

In order to differentiate instruction for ELL students, it is important to be familiar with the learning styles of your children. Some students are concrete thinkers while others are abstract thinkers. Some students have a learning style that requires them to see information in writing whereas others can process information simply through listening to it. All students have different abilities, areas of strength and areas that can benefit from improvement. We have to identify how a child learns and then design a project for different skill sets. For example, if you have a group that contains beginner, intermediate and advanced ESL subgroups, students can be grouped collaboratively. If the goal is to produce a group project, students would be given tasks based on their individual learning styles and abilities. If the group task is to create a chart for a science project, an advanced level child may be adept at conceptualizing what the chart should look like. An intermediate or advanced child can gather information for the chart, a beginner child might be able to draw the chart or cut sentence strips for the chart and an intermediate student could label the chart. In this particular instance, the ESL teacher serves as facilitator while the children interact with each other and gain knowledge from each other. The result is truly collaborative and offers beginner, intermediate and advanced students a sense of productivity and success.

6a. P.S. 272 currently does not have any Students with Interrupted Formal Education (SIFE).

6b. Newcomers are an integral part of the ELL population at P.S. 272. It is important to offer students an environment in which they feel comfortable and safe in order to garner maximum language acquisition and academic achievement. Newcomers also have access to Saturday Academy Program. A large part of the success of newcomers also depends on parental involvement. Newly arrived parents often have reservations about participating in school activities due to insecurities regarding their own English language skills or unfamiliarity with the school system in general. We know that a child who receives additional academic support and interest at home usually has an increased chance of academic success. To that end, P.S. 272 endeavors to engage the parent in school activities. The Parent Coordinator holds monthly parent workshops in which

Newcomers are encouraged to participate. We try to arrange for a parent volunteer who can provide translation services whenever possible. The Parent Coordinator also serves as a liaison to community groups which can provide assistance in such areas as housing, counseling and employment. Students who arrive prior to the beginning of the school year receive a tour of the school and explanation of services provided by an administrator on-site. P.S. 272 believes in serving the community, the children who attend our school and the entire family unit as well.

Due to the change in ELA testing from an exemption of three years to only one year, there has been a focus on providing additional support services in the literacy modalities as well as additional assessment activities within the mainstream classroom and the ENL classroom.

6c. If a child is receiving ENL services for four to six years, the academic issues usually stem from difficulties in reading and writing. The instructional plan for this particular group of students include English literacy development through content area instruction, literacy workshops in both reading and writing, and practice in reading and interpreting directions in order to improve test taking skills.

6d. The ENL teacher supports ELLs receiving 6+ years of service during the instructional day. The targeted instructional focus depends on the proficiency level of the specific student(s). For instance, if a student scored proficient in listening and speaking on the previous year's NYSESLAT but advanced or lower on the reading and writing modalities, the ENL teacher devises lessons that are primarily aimed to build the reading and writing skills of the student(s). The ENL teacher closely analyzes the historic testing performance of long-term ELLs to identify trends and modalities in which the students score the lowest. Additionally, the ENL teacher verifies which students have an identified learning disability. If they do, the ENL teacher analyzes the qualitative and quantitative data in the IEP and employs the instructional recommendations in instructing students with disabilities.

Former ELLs receive additional time on state assessments as allowed by the NYSED for two years after scoring proficient on the NYSESLAT. Additionally, the ESL teacher provides support to former ELLs during the weekly push-in periods to the classrooms. Former ELLs are not pulled from their content classes to receive ESL services. P.S. 272 does not currently have any Long-Term ELLs. However, these ELL students are entitled to attend the P.S. 272 Saturday tutorial program which focuses on reading comprehension, shared reading, writing activities, as well as mathematics.

6e. The instructional plan for ELLs identified as having special needs is driven by the individual student's IEP. Goals are created based upon a child's English language ability, learning style, and health and emotional considerations. The instructional focus for literacy would be a high volume of pictures to expand vocabulary, the use of sight- words, hands-on activities, and multi-modality and multi-sensory activities.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

In order to ensure that the student's academic progress has not been adversely affected, the principal consults with a qualified staff member in the school, the parent/guardian, and the student. Based on the recommendations, the principal has to determine if the student requires additional support services and provide them with those.

8. 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?
- . A number of different instructional strategies and grade level materials are used with the ELL-SWD student. Instructions are given in smaller increments so that the student is able to keep up with the class. Wilson Reading is used for reading intervention and when working with the Ready Gen Program, the student uses the ELL books that come with the kit for guided reading activities. When working in math, the student is provided with appropriate manipulatives for that topic. The student is provided many chances to learn by visual methods. The students who have IEPs are involved in the RTI process. In addition students are assigned literature and non fiction text on their appropriate reading level and prompted to apply grade level concepts according to Common Core Learning Standards. There is a use of multi-sensory learning approach that incorporates visual, auditory and tactile activities. We provide additional presentations using repetition, paraphrasing and modeling. Students who have special needs will also receive extra services as per their IEP. For example, they receive ENL, RTI, and AIS services. Input from the team of teachers enables the ELL teacher to develop instruction that helps meet the child's individual needs. Students in classes with paraprofessionals benefit from further differentiation of instruction. These students are given a variety of remedial aid to ensure that they meet the Common Core Learning Standards. We allow opportunities for movement.

Chart 7 does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

ELLs The ELL-SWD student is mainstreamed during preparation periods (ie: gym, performing arts) and lunch periods. ELLs with disabilities are placed into three instructional program designs determined by the IEP team: ICT settings, 12:1 or 12:1:1, or general education with SETTS services. ELLs with disabilities, depending on proficiency level, are serviced at the same time through the freestanding ENL program as the other ELLs in their grade band through pull-out services. Tasks and assignments are modified so that SWD's participate in the general education curriculum and are prepared to meet the CCLS. The ELL's have equal access to all programs offered at PS 272.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

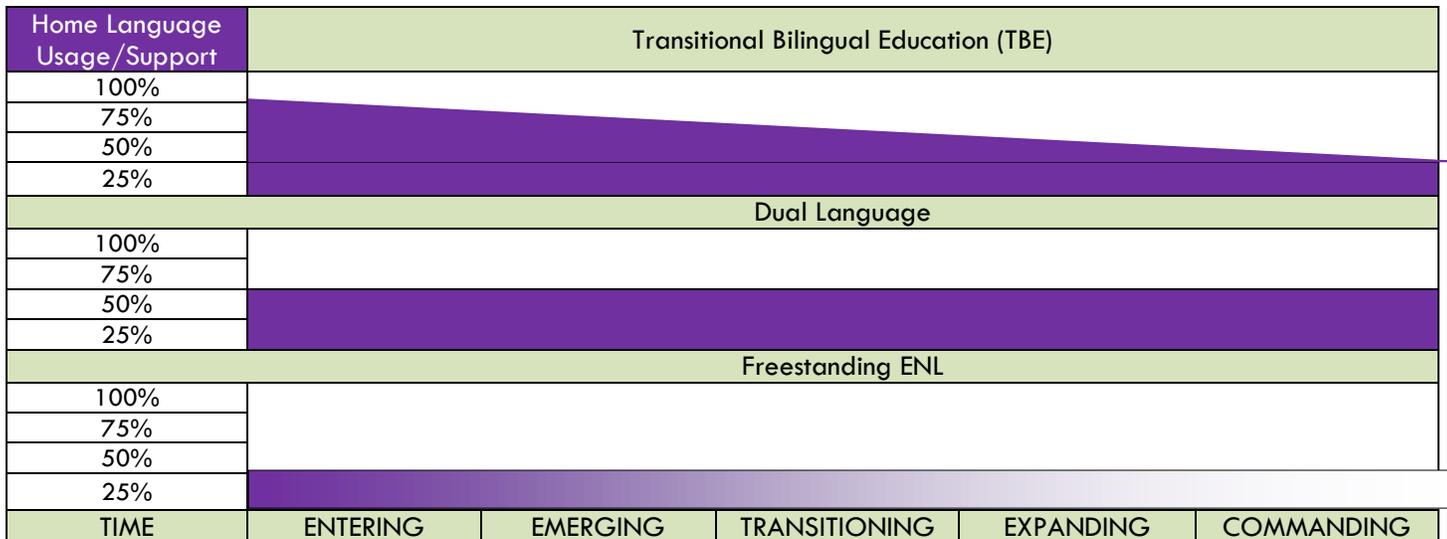


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. In all content areas, differentiation occurs within the classroom to meet the needs of ELLs depending on proficiency level. Teachers use heterogeneous and homogenous groupings within their classrooms to meet the needs of ELLs at all proficiency levels. When students are grouped by ability level, the teachers target ELLs with less English proficiency, differentiate their assignment or task, and provide them with the supports to enable them to meet the cognitive demands and complete the task. Additionally, sometimes teachers will use mixed-ability groups. The purpose of these groupings is to provide ELLs with exposure to more fluent and proficient speakers of English. In this arrangement, ELLs have a model for both spoken and written conventional English, have the opportunity to engage with more proficient speakers of English, and have the opportunity to hear and use more advanced vocabulary and sentence constructions in English.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
N/A
12. What new programs or improvements will be considered for the upcoming school year?
11. The 2015-2017 school year features an after-school program called OASIS. This is a program that includes homework help and academic instruction in reading and math. The program also features participation in clubs including fitness, dance, mural making, photography, and leadership. The program takes place Mondays through Fridays from 3:00 p.m. to 6:00 p.m. Academic instruction is provided by licensed P.S. 272 teachers. Afterschool instruction is provided by OASIS personnel.
13. What programs/services for ELLs will be discontinued and why?
N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All ELL students are afforded equal access to all school programs, both during the instructional school day as well as after-school activities. Some ways that we ensure their access is to translate school letters to parents. ELL students are invited to attend the P.S. 272 Saturday Academy which offers students assistance with test prep and provides enrichment activities. In addition, all students are invited to attend our afterschool program, OASIS. The after school program offers homework help, Sports and games, STEM (Science, Technology, Engineering, and Math), Dance, Team Building, Voice, and Step. All ELL students are encouraged to participate in once-a-month Friday evening family nights, which present the opportunity to join in inter-generational activities and special events.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
As previously mentioned, ELLs receive technology instruction during computer preps with a licensed teacher. Additionally, P.S. 272 has a block of computers available in the school library which the children may use for doing research projects and information searches. Many of the classrooms at P.S. 272 have smart boards in place. Smart boards have proven to be a valuable tool during instruction and children have become adept in using smart board technology. ELLs have varied instructional materials at P.S. 272. All instructional materials for ELL students are aligned to and ELA learning standards. ELL students use the Harcourt Series, the Rigby series, the Oxford Picture Dictionaries, Steck-Vaughn's Phonics series, as well as a plethora of literature including fiction, non-fiction and poetry. In addition, the instructional materials used to support each sub group are glossaries and native language books.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
P.S. 272 maintains a free-standing ENL program and does not provide direct native language instruction. However, ELL students receive native language support through the Oxford Picture Dictionary series and the availability of native language books and literature.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
The ESL teacher in our school works in collaboration with the content area teachers to ensure that the students of all ages and levels receive required services. The teachers analyze the results of periodic assessments in order to indicate what additional resources can be utilized to meet the needs of the students.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
PS 272 does not currently have any programs that support newly enrolled ELLs before the beginning of the school year.
19. What language electives are offered to ELLs?
N/A
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.

- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Paste response to question here:
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Paste response to question here:
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

1. During the 2015-2017 academic school year, Ms.LaMont, the ENL teacher, will attend professional development workshops conducted by network supervisory ENL personnel. Additionally, special education teachers, psychologists, O.T.'s, P.T.'s and speech therapists are included in ongoing professional development provided by the ENL teacher, out two literacy coaches and our math coach. We also take advantage of any South Brooklyn Field Support Center staff development that our specialists can attend.

2. All staff members receive ongoing professional development regarding instruction for ELLs throughout the school year. The ESL teacher regularly attends common planning meetings across the grade levels on Mondays from 2:40-3:45 and discusses issues and strategies with teachers regarding their ELL population. Also, during monthly staff meetings, grade level meetings, and vertical team meetings, teachers receive ongoing professional development on differentiation strategies to use for their ENL students. During the common planning meeting the classroom teacher discusses with the ENL teacher what strategies they are working on and what strategies that need to be readdressed are. This is to ensure what is being done in the ENL classroom reflects what is being taught in the classroom.

The ENL teacher also receives more than the minimum 7.5 hours of professional development annually through workshops offered through the NYC DOE Office of English Language Learners.

3. The transition from elementary to middle school can be a difficult time for ELL students. Teachers have to explain the routines of the middle school such as departmentalization of subjects and the importance and responsibilities of having to move through the school independently and not in classroom groups. The ENL teacher, along with the classroom teachers, will meet with ELL students in small group settings in order to address these topics of possible concern. Teachers will have question and answer sessions with the students throughout the school year. School leadership and guidance counselors are continuously meeting with and collaborating with staff as well as gaining input on students transitioning into middle school. The guidance counselors also goes into these classes and gives presentations on the transitioning process and how to fill out school selection forms.

PS 272 staff, including classroom and cluster teachers, support staff, specialists, and paraprofessionals are supported by school leadership and guidance counselors by ongoing articulation regarding the needs, progress, or lack thereof of each ELL student at PS 272. Guidance counselors already understand the difficulties of children transitioning to middle school. Their professional development is provided by the ESL teacher in the form of ongoing meetings which highlight the additional linguistic and cultural factors that impact on ELLs as they transition.

3. New general education and special education classroom teachers are mandated to receive 7 ½ and/or 10 hours respectively, of professional development in ENL materials and strategies. Mandated staff development will take place during common prep time, grade conferences and faculty conferences. Workshops will focus on cultural sensitivity as well as ENL standards, assessments and standardized testing. Classroom teachers of ELLs will experience critical thinking and hands-on activities such as the use of the Interactive Smart board in the classroom, the Jigsaw model, Think/Pair/Share and Novel Ideas. Workshops will be on-going throughout the year, taking place every other month. They will include the following subjects: “Celebrating Cultural Commonalities – Demonstrating Cross Cultural Knowledge and Understanding.”, “Better Communication with ELL Children for Teachers and Parents.”, “Cooperative Learning Strategies for ELL students.”, “Test Taking Strategies.”, “NYSESLAT- From Standards to Assessment.”, and “Promotional Criteria for ELL Students.” Classroom teachers, paraprofessionals, guidance counselors, school secretaries and the parent coordinator are all encouraged to participate in these workshops.

Records are maintained by the ENL teacher through a) teacher name, b) nature of workshop: either faculty conference, grade conference, network conference, individual articulation or afterschool workshop, and c) time spent at workshop.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Paste response to question here:

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response to question here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Paste response to question here:

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Paste response to question here:

5. How do you evaluate the needs of the parents?

Paste response to question here:

6. How do your parental involvement activities address the needs of the parents?

Parents are an integral part of the success of the ELL population at P.S. 272. Newly arrived parents often have their own reservations about participating in school activities due to insecurities about their English language proficiency or unfamiliarity with the school system in general. The P.S. 272 Parent Coordinator, Mrs. H. Pinckney, holds monthly parent workshops in which ELL parents are encouraged to attend. An effort is made to try to have parent volunteers provide translation services when possible. Workshops for parents have included "Navigating the Aris System," which was conducted in the computer lab and a three day workshop for parent "Learning Leaders." A "Bright Beginnings" workshop for the parents of pre-K students is offered as well as a workshop on "How to Help Your Child Succeed in School and in Life." Additionally, ELL parents are invited to attend Title III sponsored workshops. This professional development for parents will be provided by the school's ESL teacher as well as math and literacy specialists. Parent workshops will focus on math strategies particularly negotiating word problems, ELA practice, and NYSESLAT strategies. P.S. 272 ensures that parental notification requirements for translation and interpretation services are being fulfilled. P.S. 272 provides letters and on-line correspondence to provide support for non-English speaking parents. P.S. 272 understands that minor students may not provide translation services and relies on its multilingual staff to provide important and pertinent school related information to parents orally. P.S. 272 uses its in-house staff, the DOE translation unit and outside school approved vendors to provide necessary and timely translations for the parents. Our school provides professional development for in house staff to update changes that occur in regulations, and how to communicate effectively with parents whose home language is other than English. The Parent Coordinator serves as a liaison to community groups which can provide assistance in such areas as housing, bilingual counseling, adult education, and the availability of adult ESL programs. Our primary partnership is with the Brooklyn Bureau of Community Services. The Brooklyn Bureau provides comprehensive programs in family counseling, homemaking services for the temporarily disabled, daycare services, mental health programs, and work/employment experiences with the Parks Department and not-for-profit agencies. Additionally, they provide visual arts and educational programs for children. P.S. 272 ensures that parental notification requirements for translation and interpretation services are being fulfilled. P.S. 272 provides letters and on-line correspondence to provide support for non-English speaking parents. P.S. 272 understands that minor students may not provide translation services and relies on its multilingual staff to provide important and pertinent school related information to parents orally. P.S. 272 uses its in-house staff, the DOE translation unit and outside school approved vendors to provide necessary and timely translations for the parents. Our school provides professional development for in house staff to update changes that occur in regulations, and how to communicate effectively with parents whose home language is other than English. The needs of ELL parents are evaluated on an individual basis starting at the school in-take meeting and informal and formal interviews. This is followed by another meeting at the Parent Orientation. We have parents who speak no English and need native language assistance during meetings and in all letters and documents. However, we also have parents who have been in this country for a while and speak English. They often precede the arrival of their children to this country by months or even years. You may have a parent who speaks English but a newcomer child who speaks no English at all. The ESL teacher has contact with each parent of the ELL children during the Parent Orientation and during Parent-Teacher conferences. Their needs are also addressed through email correspondence, telephone communication, and written communication. Additionally, her telephone number is given to each parent in order to address any concerns he or she may have about their children's work, progress or individual needs. Surveys are sent home asking parents their opinions and concerned about what is being done in the current school year. We also provide translators so the parents of ELL's feel comfortable coming in and addressing any concerns they might have regarding their children. The ELS teacher is supported by the administration in addressing any issues that arise regarding ELLs and the ELL community. Our ELL parents are very involved in ensuring that their children succeed in school. Our parental activities include workshops that offer information and solutions to situations that involve ELL students and their parents

such as testing, homework tips, motivational activities and social involvement. P.S. 272 also provides a “Friday Family Fun” evening, where parents and children can participate in intergenerational activities, songs and games. P.S. 272 ensures that parental notification requirements for translation and interpretation services are being fulfilled. P.S. 272 provides letters and on-line correspondence to provide support for non-English speaking parents. P.S. 272 understands that minor students may not provide translation services and relies on its multilingual staff to provide important and pertinent school related information to parents orally. P.S. 272 uses its in-house staff, the DOE translation unit and outside school approved vendors to provide necessary and timely translations for the parents. Our school provides professional development for in house staff to update changes that occur in regulations, and how to communicate effectively with parents whose home language is other than English.

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **18K272** School Name: **PS272**
Superintendent: **Ms. Beverly Wil**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learn DOE.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

The needs for written translation and oral interpretation changes from year to year. Therefore it is reviewed annually with the principal, supervisor, staff, students, and parents during our PTA meetings or any chance meeting that we have with parents. Staff is informed of students' whose home language is other than English, years of service, level on the NYSITELL/NYSESLAT and if they have an IEP at the beginning of the school year and/or upon admission. In this manner, staff is able to communicate effectively to the parents regarding students. Our findings have revealed that in order to support the non-English speaking parents of our school, that the translation department provided by the DOE and our multilingual state certified teachers are able to translate both written documents and verbal information in timely fashions. Both ELL students, and parents of students who speak a second language at home, are able to rely on our school for translations (verbal/written) and be a part of the school community. Parents and students are able to attend functions, receive quarterly progress reports, upcoming events, parent/teacher conferences, IEP meetings, and all other school related events with the aid of an interpreter. Parents have equal access to school related functions. Parents are invited to attend workshops, become members of the PTA, volunteer at events, etc. Parents also have the opportunity to access ARIS to keep informed of their child's progress on state tests. The data comes from initial meetings with parents, HLIS, and School wide surveys.

As of today there are there are 9 ELL students in P.S. 272. Parents are provided with written and oral interpretation. Regardless, the ELL teacher will provide official communication with parents in written form both in English and in the home language translation, when available. Languages spoken at our school: Arabic, Creole Spanish. Teachers will be notified of all ELL students at our school, home language, language of communication, score on the NYSESLAT, and any other factors that may be important (IEP, resource, speech, etc.)

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Our non-English speaking parents speak Arabic, Hatian-Creole, and Spanish.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

The documents that are distributed among the parents and require translation are parent-teacher conference announcements, after-school program information, calendars, newsletters, general overview of student curriculum, NYS testing dates, and parent notification letters. Staff members writing letters use Google translate or other on-line translating services DOE translator or an in-house staff member to translate drafts from English to to the preferred language. An in-house staff member will proofread the document before documents are sent out. These procedures take no longer than 24 hours.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Among the formal face-to-face meetings with the parents, our school has back to school night that takes place in spetember, parent-teacher conferences that take place in November, March, and May. Additionally, the teachers communicate with parents by phone on a bi-weekly basis during the parent outreach session. Also, an ESL teacher conducts parent-orientaton meetings with the parents of newly enrolled students.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

We have a sufficient number of in-house staff members with the capability of providing oral interpretation and translation between our parents and staff members. If families need to be contacted, a staff member will ask one of our bilingual staff members to interpret. Additionally, parents who come to the main office who are Spanish-speaking only receive interpretation service from one of the school staff or safety officers.

All meetings with parents are translated by a bilingual staff member.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

The interpretation services the school provides for parents and students are provided by in house and outside vendors. P.S 272 currently has the following oral language translation capabilities: Arabic, Haitian- Creole, and Spanish. Parents are able to come to our school for parent/teacher conferences, IEP meetings, guidance counselor meetings, parent orientations, workshops, school functions, trips, etc. and become an active part of the school. Parents can also be called with the aid of an interpreter for information that is time sensitive. Parents are kept informed of their child's progress, and/or any difficulties, in a language that they are comfortable with and fully understand.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

All the staff at our school receive the T&I Brochure explaining how to use translation services and over the phone interpretation service. The staff also participate in in-school workshops and attend PDs outside of our school to study how to better use the T&I services.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access

Language ID Guide at security desk and main office

The school sends out flyers and notification letters in the language that is spoken at home. Parents are also invited to the workshops conducted by a teacher and an interpreter.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

In order to gather feedback from parents on the quality and availability of services, the school sends out a parent survey to indicate the areas of strength and those that need improvement. The school also obtains necessary information during the Open School Night/Family Night when the parents are encouraged to express their opinion about the quality of services needed. Translation and interpretation is provided at all times.