Department of Education
Carmen Fariña, Chancellor

2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

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

School Name: **P.S. 273 WORTMAN**

Principal: **MELESSA AVERY**

School Comprehensive Educational Plan (SCEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: SCEP Overview

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: The Wortman School School Number (DBN): 19K273

Grades Served: PK-5

School Address: 923 Jerome Street

Phone Number: (718) 649-5739 Fax: (718) 927-2230

School Contact Person: Melessa Avery Email Address: MAvery@schools.nyc.gov

Principal: Melessa Avery

UFT Chapter Leader: Gordon Prostick

Parents' Association President: Tomeka Bowers

SLT Chairperson: Alisa Glickman

Title I Parent Representative (or Parent Advisory Council Chairperson): Tomeka Bowers

Student Representative(s): N/A

District Information

District: 19 Superintendent: Joyce Stallings-Harte

Superintendent's Office Address:

Superintendent's Email Address:

Phone Number: Fax:

Borough Field Support Center (BFSC)

BFSC: Director:

Director's Office Address:

Director's Email Address:

Phone Number: Fax:

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)
Melessa Avery	*Principal or Designee	
Gordon Prostick	*UFT Chapter Leader or Designee	
Tomeka Bowers	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
John Ellis	CBO Representative, if applicable	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	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.

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

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

PS 273 will take a continuous improvement, data-driven approach to improving student performance, using item analysis, portfolio assessment, and other indicators to identify and address student weakness and target areas for growth. Ongoing assessments will be both formal and informal. Assessments will also be used to drive instruction.

Our mission here at PS 273 is to develop high achieving, critical thinkers in a safe, risk free environment. We see our school as a community where all members, students, staff and parents create an atmosphere where learning, creativity and participation take place. Ideally all members will work cooperatively utilizing all resources (libraries, museums, community based organizations, etc.) in and out of the community in order to enable our students to become lifelong learners and active participants in our school and our society. The student will develop decision making skills, critical thinking skills and the ability to communicate effectively.

19K273 School Information Sheet

School Configuration *(2014-15)*					
Grade Configuration	**PK,0K ,01,02, 03,04, 05**	**Total Enrollment**	**343**	**SIG Recipient**	**N/A**
Types and Number of English Language Learner Classes *(2014-15)*					
# Transitional Bilingual	**N/A**	**# Dual Language**	**N/A**	**# Self-Contained English as a Second Language**	**N/A**
Types and Number of Special Education Classes *(2014-15)*					
# Special Classes	**N/A**	**# SETSS**	**N/A**	**# Integrated Collaborative Teaching**	**N/A**
Types and Number of Special Classes *(2014-15)*					
# Visual Arts	**N/A**	**# Music**	**N/A**	**# Drama**	**N/A**
# Foreign Language	**N/A**	**# Dance**	**N/A**	**# CTE**	**N/A**

School Composition *(2013-14)*			
% Title I Population	**72.3%**	**% Attendance Rate**	**91.3%**
% Free Lunch	**74.7%**	**% Reduced Lunch**	**1.5%**
% Limited English Proficient	**2.7%**	**% Students with Disabilities**	**26.8%**
Racial/Ethnic Origin *(2013-14)*			
% American Indian or Alaska Native	**0.9%**	**% Black or African American**	**78.8%**
% Hispanic or Latino	**18.2%**	**% Asian or Native Hawaiian/Pacific Islander**	**0.6%**
% White	**0.9%**	**% Multi-Racial**	**N/A**
Personnel *(2014-15)*			
Years Principal Assigned to School (2014-15)	**9.17**	**# of Assistant Principals (2014-15)**	**2**
# of Deans (2014-15)	**N/A**	**# of Counselors/Social Workers (2014-15)**	**2**
Personnel *(2013-14)*			
% of Teachers with No Valid Teaching Certificate (2013-14)	**N/A**	**% Teaching Out of Certification (2013-14)**	**5.0%**
% Teaching with Fewer Than 3 Years of Experience (2013-14)	**0.1%**	**Average Teacher Absences (2013-14)**	**5.9**
Student Performance for Elementary and Middle Schools *(2013-14)*			
ELA Performance at levels 3 & 4	**16.4%**	**Mathematics Performance at levels 3 & 4**	**17.6%**
Science Performance at levels 3 & 4 (4th Grade)	**82.5%**	**Science Performance at levels 3 & 4 (8th Grade)**	**N/A**
Student Performance for High Schools *(2012-13)*			
ELA Performance at levels 3 & 4	**N/A**	**Mathematics Performance at levels 3 & 4**	**N/A**
Credit Accumulation High Schools Only *(2013-14)*			
% of 1st year students who earned 10+ credits	**N/A**	**% of 2nd year students who earned 10+ credits**	**N/A**
% of 3rd year students who earned 10+ credits	**N/A**	**4 Year Graduation Rate**	**N/A**
6 Year Graduation Rate	**N/A**		
Overall NYSED Accountability Status *(2014-15)*			
Reward		**Recognition**	
In Good Standing		**Local Assistance Plan**	
Focus District	**X**	**Focus School Identified by a Focus District**	**X**
Priority School			

Accountability Status – Elementary and Middle Schools

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

Accountability Status – High Schools

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

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

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

- For schools that received an Integrated Intervention Team (IIT) School Review Report, 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.	
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.	
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.	
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.	

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this 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.

School Quality Guide Student Progress measures how much each individual students have improved on summative state exams in ELA and Math. We are meeting the standard in student progress. __% of the students tested in ELA have progressed, while __% has shown progress in Mathematics.

Student Performance measures percentage of students meeting or exceeding the state standards on the ELA and Math exam.

Quality Review (Page 5): Build capacity for faculty to collaborate with school leaders and develop and practice leadership; Strengthen the inquiry approach to teacher collaboration and encourage their participation in decision making.

Part 2 – Annual Goal

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, Measurable, Achievable, Relevant, and Time-bound.

Teachers will design and broaden work around the Common Core Learning Standards (CCLS) by engaging closely with and examining school wide implementation of the Citywide Instructional Expectation (CIE). By June 2016, 100% of the students will have engaged in more challenging curriculum in literacy, mathematics, science and social studies to accelerate the students learning, deepen their conceptual knowledge and strengthen their ability to use textual evidence in writing and discussion as measured by a 3% increase in the number of students that meet or exceed the standard on the NYS summative exams.

Part 3 – Action Plan

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: • **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.**	**Target Group(s)** ***Who will be targeted?***	**Timeline** ***What is the start and end date?***	**Key Personnel** ***Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)***

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.

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**		**P/F Set-aside**		**21st Century**		**C4E**
	Title I 1003(a)		**Title III**		**PTA Funded**		**SIG or SIF Grant**		**School Success Grant**		**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.
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

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

- 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.	
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.	
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.	
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.	

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this 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.

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.

Part 3 – Action Plan

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: • **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.**	**Target Group(s)** ***Who will be targeted?***	**Timeline** ***What is the start and end date?***	**Key Personnel** ***Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)***

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.
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**		**P/F Set-aside**		**21st Century**		**C4E**
	Title I 1003(a)		**Title III**		**PTA Funded**		**SIG or SIF Grant**		**School Success Grant**		**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.
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:

- 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.	
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.	
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.	
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).	

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative 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.

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–Collaborative Teachers. 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.

Part 3 – Action Plan

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: • **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.**	**Target Group(s)** ***Who will be targeted?***	**Timeline** ***What is the start and end date?***	**Key Personnel** ***Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)***

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.											
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**		**P/F Set-aside**		**21st Century**		**C4E**

	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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.
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:

- 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).	
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	
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.	
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).	

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this 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.

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– Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

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: • **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.**	**Target Group(s)** ***Who will be targeted?***	**Timeline** ***What is the start and end date?***	**Key Personnel** ***Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)***

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.

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**		**P/F Set-aside**		**21st Century**		**C4E**

	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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.
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

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

- 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.	
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.	
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.	
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.	

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this 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.

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–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–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

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: • **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.**	**Target Group(s)** ***Who will be targeted?***	**Timeline** ***What is the start and end date?***	**Key Personnel** ***Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)***

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.
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**		**P/F Set-aside**		**21st Century**		**C4E**
	Title I 1003(a)		**Title III**		**PTA Funded**		**SIG or SIF Grant**		**School Success Grant**		**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.
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)				
Mathematics				
Science				
Social Studies				
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*				

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**		**Non-Title I**

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

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).

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.).

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.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes[1]. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated[2]. **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 Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, 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	297,975.00		
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	189,214.00		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,660,713.00		

[1]Explanation/Background:

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

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

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

- 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.

[2]The **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. **[School name]** , 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 1 st 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

[School name] , 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 1 st 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 19	Borough Brooklyn	School Number 273
School Name Wortman School		

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 Melessa Avery	Assistant Principal Sylvia Egal
Coach Maria Speranza/ Testing	Coach
ENL (English as a New Language)/Bilingual Teacher Pamela Woodstein	School Counselor Abbe Berger
Teacher/Subject Area Maribel Torres/ Translator	Parent Tomeka Bowers
Teacher/Subject Area Melissa Ford/ Science	Parent Coordinator Christine Karmo
Related-Service Provider L. Cobbs-Lucas Speech	Borough Field Support Center Staff Member type here
Superintendent type here	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 not currently teaching in a bilingual program	2	Number of teachers who hold both content area/common branch and TESOL certification	1
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 not currently teaching in the ENL program	0	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)		Total number of ELLs	7	ELLs as share of total student population (%)	0.00%

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K☒ 1☒ 2☒ 3☒ 4☒ 5☒ 6☐ 7☐ 8☐ 9☐ 10☐ 11☐ 12☐

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes☐	No☒	If yes, indicate language(s):
Dual language program (DL)	Yes☐	No☒	If yes, indicate language(s):
Freestanding ENL	Yes☒	No☐	

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	7	**Newcomers** (ELLs receiving service 0-3 years)	7	**ELL Students with Disabilities**	3
SIFE		**Developing ELLs** (ELLs receiving service 4-6 years)	0	**Long-Term** (ELLs receiving service 7 or more years)	

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									
	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	Total
TBE										0
DL										0
ENL	7		3							0
Total	0	0	0	0	0	0	0	0	0	0
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

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	ELL	EP	ELL	EP	ELL	EP	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	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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	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	1									0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)				1										0
Expanding (Advanced)		2		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	1				0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	HL	English	HL	English	HL	English	HL	
3	1	0							0
4									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									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:

1. 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.
   At PS 273 we use the Fountas and Pinnell Running Record for monitoring progress at the beginning, middle and end of year. The insights that is provided from the data allows us to use the student's instructional and independent levels to provide ELL services. The data also evaluates a students reading and comprehension ability to determine a student's guided reading level to group studens accordingly. The assessments also allow us to observe the processing strategies and problem solving actions a student has. It is useful in gathering information about the literacy skills of ELL students when planning instruction and creating groups for reading instruction. The benchmark levels in the assessment also help make good decisions regarding student's movement for small group instruction. The insights provided by the data allow the ESL teacher to design the curriculum and to choose the tools that would be appropriate for the current academic level that the student attains on the assessment. The assessments show that the ELL students are reading below grade level. The struggles of the students are not solely based on language acquisition. Also with the possibility of the DIBELS being implemented in the Fall as an additional assessment to track students and to further target student's weakness, it will allow us identify what literacy skills can be reinforced and worked on in small groups and with RTI to promote student progress. Overall, assessments allow you to track progress over time, analyze trends in reading performance, and compare data within your class in order to inform your instructional plan.
2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
   At this time, the data patterns that appear across perfomance levels are that the students are scoring the least on the writing section of the four domains on the NYSESLAT. Most of the ELL students need additional support with reading and writing. The majority of the students achieved lower scores on the Reading and Writing section of the LAB-R and the NYSESLAT than in speaking and listening. The reading domain has shown progression and regression over time. The writing domain within the NYSESLAT is impacting the overall raw score with students with disabilities (SWD). The struggles of the students are not solely based on language acquisition.
3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see SED memo and AMAO tool)

4. For each program, answer the following:

a. 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?

a.The patterns across NYSESLAT modalities affect instructional decisions. The instruction will be modified and customized to meet the needs and move them toward accomplishment of established goals and standards.
b. The use of the ELL Periodic Assessment is replaced with informal tools that include predictives and portfolio pieces. The tools are used to decide professional development needs and to drive instruction based on the academic needs of the students. It is also used to chart progress and to assign after school classes.
c. Knowledge from assessments have provided the school with a more accurate picture of the student by indicating the areas that are in need of modification and remediation. Most of the ELL students need additional support with reading and writing. The students' native language is used to support the learning of English. Through the use of the native language the students are able to develop a stronger understanding of the English language. Native language support is offered through the use of billingual glossaries and dictionaries, leveled libraries, books in native languages, audio and visual aides to help support content areas, teaching content embedded vocabulary using native language as support, games, dramatization, parental input and involvement in lessons and activities.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide*, Support Services for ELLs (RTI and AIS) section and *RtI Guide for Teachers of ELLs*.]
Once the ELL learning profile has been established using assessments, observations and collected data, specific issues are targeted for intervention. An effective and comprehensive approach to promote ELL's academic achievement will include targeted supplemental interventions offered to those who need more support. Students who are performing below grade level will be placed in Tier II after initial asssessments. Beginners and Intermediate ELL students will receive intervention 2-3x's a week for 30 minutes per session and advance students will receive 1-2x's a week for 30 minutes per session. This support is provided in smaller group instruction and one to one learning. Our Literacy Coach will also provides additional support for ELL students in addition to what is received in the classroom and ESL program. Kindergarten ELLs struggling with early literacy skill development receives assistance with further development of phonics strategies. Progress will be monitored over time to ensure that instruction contines to be adjusted to meet the needs of each individual ELL learner. The students will also receive small group instruction for additonal support in the classroom.

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

7. For dual language programs, answer the following:
a. How are the English-proficient students (EPs) assessed in the 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?

There is currently no Dual Language Classrooms

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

The success of the ELL program at the school is evaluated by the students meeting the set goals and standards for the year. The students are considered successful when they are able to have full conversation in English and meet the Listening, Speaking, Viewing Standards for ELA. Students progress in assessments and benchmark assignments also demonstrate the success of Ells in the program.

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.

   Structures are in place to ensure informed parent choices, including the process, outreach plan and timelines. When parents first enroll their children to the school, the School Secretary Mrs. Dunn notifies Ms. Woodstein who is trained and responsible for meeting with the parents to determine the child's home language. The initial identification of possible ELL students begins at registration. Each family completes a Home Language Identification Survey which is administered to the parent in the language the parent can read. A translator is supplied, upon request, by the school. If parents do not choose an ELL program, the default is bilingual education. The informal oral interview is conducted and an assessment is made. The NYSITELL is administered by Pamela Woodstein (ESL Teacher). Josephine Arroyo serves as translator for Spanish speaking families. The ESL teacher is the person responsible for conducting screenings, follow-up interviews and administering the NYSITELL when necessary. Students who score below proficiency on the NYSITELL become eligible for services for ELLs. The administration of the NYSITELL within the first 10 days of new enrollments is on-going. The Spanish LAB-R is administered to students who speak Spanish at home and score below proficiency to determine language dominance. Parent Orientation Workshops are held within 10 days for determination of Parental choice of state-mandated ELL programs. The ESL teacher is the person responsible for conducting screenings, follow-up interviews and administering the NYSITELL when necessary. Students who score below proficiency on the NYSITELL become eligible for services for ELLs. The administration of the LAB-R within the first 10 days of new enrollments is on-going. The Spanish LAB-R is administered to students who speak Spanish at home and score below proficiency to determine language dominance. Parent Orientation Workshops are held within 10 days for determination of Parental choice of state-mandated ELL programs. The New York State English as a Second Language Test (NYSESLAT) is administered each Spring to determine English proficiency for services in ELL programs. To ensure all ELL's receive the NYSESLAT annually the ATS reports are used to monitor the completion of the assessment. The RLER in ATS is used to locate students eligible to take the NYSITELL and the NYSESLAT

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).

   When students are enrolled into school, a student interview is conducted which helps determine the students status and educational history. Intake includes the student's prior education and for how long they attended the school. For students that have indications of an interrupted education or inconsistencies of formal schooling, an oral interview questionnaire will be administered. Also for students whose home languge is Arabic, Bengali, Chinese, Haitian, Creole, or Spanish, a Literacy Evaluation for Newcomer SIFE willl be administered within the first 30 days. If a student has attended school for less than 12mths in the USA and are two or more grade levels behind in literacy in their home language and two or more grade levels behind in math because of interrupted schooling, they wil be identified as a SIFE.

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).

   When a student who has an IEP is registered a formal interview is conducted by the ELL Coordinator, Pamela Woodstein. If the home language is identified as other than English, the Language Proficiency Team will review the student's English Language Development, administer a more in depth interview and review the IEP to determine NYSITELL eligibility. Members of the LPT are Ms. Huger, Assistant Principal, Dr. Egal, Assistant Principal/Special Education Director, Ms. Woodstein ELL Cooridnator/ENL Teacher. After reviewing evidence, the LPT will make a decision to determine whether they recommend the student to take the NYSITELL or not. If it is not recommended to take the NYSITELL, the information is sent to the principal for review. The principal will determine if the NYSITELL should be administered. If the principal agrees that the NYSITELL should not be administered, the evidence will be sent to the superintendent for further review. Parents or guardians will be notified within 3 days with a decision.

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.

   The ELL coordinator, Pamela Woodstein administers all HILS form with the parents. If the student enrolled is eligible for the NYSITELL, it is adminstered, scanned and scored to determine whether the student is an ELL. The coordinator will then inform parents of the results of the NYSITELL and ELL status using the NYCDOE entitlement and non-entitlemen parent notificaton letter in the parents'

preferred home language within five days of results. Continued Entitlement letters will also be sent out for students who remain an ELL status from the NYSELAT results.

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).
   During the parent orientation workshop where the options of ELL programs and parent's choice is determined, the parent will also be informed of their right to appeal the ELL status within 45 days of enrollement. It will be discussed with parents that they may request a re-identification process/review of their child's status after receiving the entitlement letter. When the entitlement letter is sent out to parents, they will be reminded of their right to appeal the ELL status as well.
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.
   ELLs identified for state-mandated ELL programs are placed in the appropriate setting within 10 days of eligibility in accordance withparent choices. Every effort is made to maintain contact with the ELL parents in their native languages. Parents receive informationvia placement letters quickly and efficiently as their input throughout the process is crucial. Explanations are offered, questions areanswered as every effort is made to render the requests of the parents. We ensure that parents understand the three program choices in NYC: Dual Language, Transitional Bilingual and Free Standing ENL. Parents receive information on the various programs available for the ELLs in NYC via DVD, DOE.NYC website and brochures in home languages. Translators are also provided, as requested, for question/answer sessions held before and after the DVD. Parents are given the Program Selection Form and other documents to select the program of their choice. If a selected program is not available at our school, administrators and other team members make necessary referrals and further direct the parents. Every effort is made to align parent choices with program availibility. Parents are kept informed throughout the year in a variety of ways. Placement letters are placed in the student's cummulative file. Entiltlement letters are distributed based on students progression in the program. Continued entitlement records aremaintained by the ESL teacher. As situations dictate communication and consulations are held through one-on-one conferences, group meetings, letters, packets, etc. in parents perferred languages. When necessitated, referrals and or contacts are made with Supervisors, Network Specialist, and District based ELL Specialists for assistance. Community outreach is also a resource for informational purposes.
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.
   The school along with the ESL Teacher ensures the Parent Survery and Program Selection forms are returned. The ESL teacher personally backpacks the letter for the students and follows up with a phone call to the parent to inform them that the letter is coming home with the child. This procedure provides immediate contact with the parent and lets the information get home in a safe and secure manner.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
   All parent surveys and program selection forms are tracked and documented of when they are sent out. Follow up phone calls and letters are sent home to parents who have not completed and returned forms. If forms are not returned the default program for ELLs is Transitional Bilingual Education as per CR Part 154.
9. Describe how your school ensures that placement parent notification letters are distributed.
   The school along with the ESL Teacher also ensures the entitlement letters are copied and distributed. The ESL teacher personally backpacks the letter for the students and follows up with a phone call to the parent to inform them that the letter is coming home with the child. This procedure provides immediate contact with the parent and lets the information get home in a safe and secure manner.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
    The original Home Language Identification Survey Form along with letters of eligibility, ineligibility and continued ELL services are placed in the students Cummulative Record Folder where they remain. The ESL Teacher and/or Coordinator keeps copies of these documents on file. The staff is made aware of the importance of documents which are placed in the Cummulative Folders. It is clearly emphasized that these documents are not to be removed.
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.
    New York State English as a Second Language Test (NYSESLAT) is administered each Spring to determine English proficiency for services in ELL programs. To ensure all ELL's receive the NYSESLAT annually the ATS reports are used to monitor the completion of the assessment. The RLER in ATS is used to locate students eligible to tske the LAB-R and the NYSESLAT. The NYSESLAT is administered in four sessions, one for each subtest. The Speaking section is administered first to student individually by the teacher of ESL while another certified school member completes the score form. The Listening, Reading, and Writing sections are scheduled after in the order that is recommended by the state. Testing is provided in small groups and by grade. Testing protocols are adhered to ensure validity of the NYSESLAT exam.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

The school along with the ESL Teacher also ensures the continued entitlement letters are copied and distributed. The ESL teacher personally backpacks the letter for the students and follows up with a phone call to the parent to inform them that the letter is coming home with the child. This procedure provides immediate contact with the parent and lets the information get home in a safe and secure manner.

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).

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction 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.
   Students in the freestanding ENL program will received standalone ENL and or/ intergrated ENL according to their ENL proficiency levels determined from the NYSELAT. ELL students will not be served in classes of more than 2 contiguous grades. Former ELLs will receive service for 2 years after reaching proficient/commanding level.

   b. TBE program. *If applicable.*

   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)?

Beginner/Entering: Students will receive 180 minutes of standalone ENL and 180 minutes of integrated ENL/ELA

Low intermediate/ Emerging: Students will receive 90 minutes of standalone ENL, 90 minutes of standalone or integrated ENL (with ELA or other content area)depending on students needs and 180 minutes of integraded ENL/ELA

Intermediate/ Transitioning: Students will receive 90 minutes of integrated ENL/ELA and 90 minutes of 90 minutes of standalone or integrated ENL (with ELA or any other content area) depending on students needs.

Advanced/Expanding: Students will receive 180 minutes of integrated ENL/ELA or other content area

Proficient/Commanding: Students will receive 90 minutes of integrated ENL/ELA or other content area

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.

Students who arrive with home language literacy skills receive academic support as they transfer knowledge directly as they are learniing to read and write in English. Content area instruction is carefully planned and scaffolded, vocabulary is emphasized, language objectives are identified, materials used are well thought out, lessons should be adapted to reach differents

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

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

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

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

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

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

6. How do you differentiate instruction for 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

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

can be adapted so that explicit teaching of the most critical content area vocabulary and information is presented in a way that can be most effective and age-appropriate.

b. Newcomers (ELLs in US schools for less than three years) will be provided with ESL services based on CR 154 regulations. They are welcomed as teachers, specialists, and others become familiar with their linguistic and cultural backgrounds. Basic facts are learned about the students and their families. Information is gathered by assigned staff concerning the students prior experiences student's home/native language is accessed. It has been proven feasible to start with ESL and classroom thematic units on themes such as: All About Me, Where We Were Born, Family Orgins" and other units of this type. Our Administration is very involved in all aspects of the newcomers successful adjustment and welcome to our school as they reach out to the families and students. Tours are given, key personnel are pointed out. Our Parent Coordinator, Mrs. Karmo ensures that notices, letters, etc are offered in preferred languages. Newcomers are paired with a friend or buddy to help them learn and feel comfortable in their new environment. A variety of formats are put in place to meet the multiple of needs the newcomers and their families. As we begin to know more about the students teachers and staff are better able to offer social and academic support as programs are differentiated to meet their individual needs.

c.ELLS receiving services for 4-6 years will continue with their mandated ESL services. They will aslo be given extra support in areas of weaknesses noted as a result of their ELA, Math, Content Area, NYSESLAT/ LAB-R Formal Assessments and Informal Assessments. Data is collected from these resources as instruction is designed to address and remediate these deficiencies. Students are provided with work, which is contextually relevant and reflects the urban experience. Students and staff are trained to access technological resources to facilitate the writing/learning processes. Teachers strive to structure assignments to tap higher order thinking skills. All staff is assisted in understanding the lingering problems in negotiating a new language. Students, parents and teachers are encouraged to develop activities, which reflect the rich diversity of our school community. ELL services will be provided by the ESL teacher. The instructional strategy will enable our students to listen

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

7. 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.

Paste response to questions here:

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?

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

- A Comprehensive Approach to Balanced Literacy
- Differentiated Instructional Strategies for all curriculum
- Research-based Mathematics program
- Academic Intervention Services
- School Assessment Team (SAT)
- Guidance Counselor
- Mandated Guidance Counselor
- Special Needs Speech Services

Chart

- Paraprofessionals in the 12:1:1 classes
- Integrated Co-Teaching Class (ICT)for grades K-4
- Open Court Phonics Program Grades K-3
- Reading Plus

9. How 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?

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

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 per week (360 min.)*	*2 units of study per week (360 min.)*	*1 unit of study per week (180 min.)*	*1 unit of study per week (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.)	
Chart		.5 unit of study can be STAND-ALONE ENL *or* INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL *or* INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA *or* Content Area, *or* other approved services*
TOTAL	*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 DUALLY 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(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. One unit of study = 180 minutes of instruction per week per year.

NYSED.gov

*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 per week (540 min.)*	*2 units of study per week (360 min.)*	*1 unit of study per week (180 min.)*	*1 unit of study per week (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 *or* INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL *or* INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL *or* INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, *or* 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 DUALLY 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.

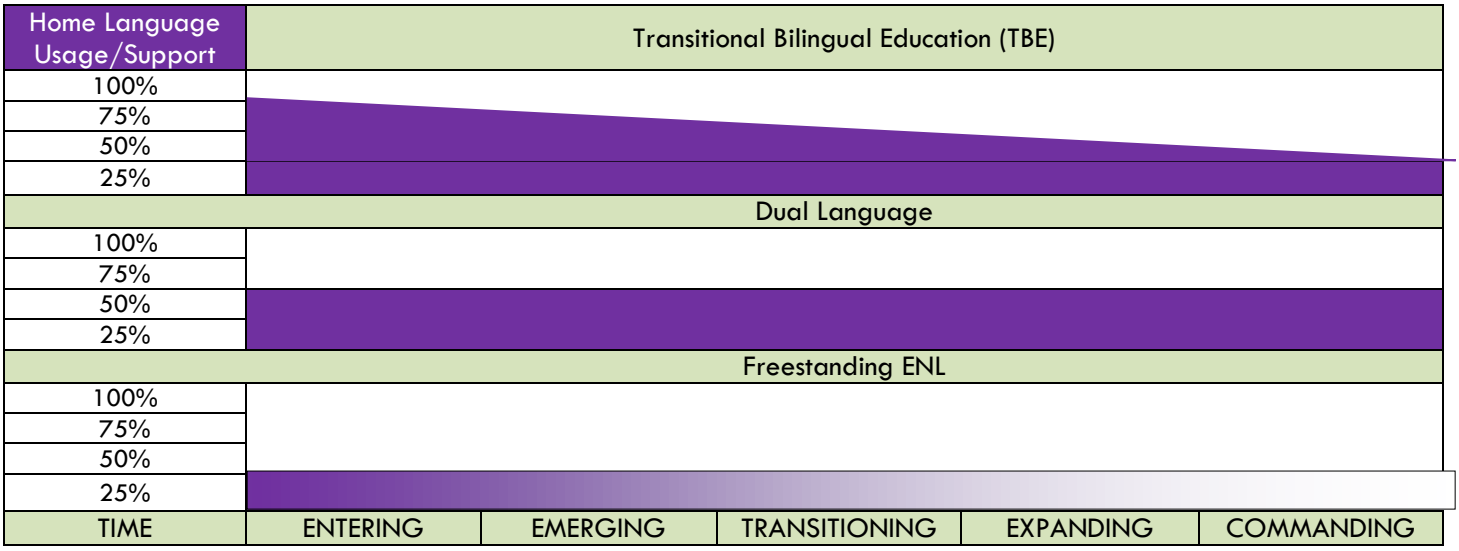
NYSED.gov

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

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

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.)
   ELL personnel and teachers of ELLs at the school will attend
   ongoing, monthly staff development that will aid in implementing and meeting mandated state standards for ELL students.
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?
   Professional development opportunities are offered for teachers of ELL students and other staff members. The BESIS Training for Updates, the ELL Academic Writing Institute and the EPIC—ELL Identification and Parent Information were attended by the certified ESL teacher and turn keyed to the staff. Differentiated Instruction workshops are on-going and are provided to all staff. Additional workshops are attended and turn-keyed by the ESL teacher/coordinator to further support professional growth and keep updated on current strategies.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
   Staff receives information about application processes and procedures as students transition from elementary school tomiddle school. Our Guidance Counselor, Mrs. Berger provides applications to all students on an equal basis. There is now a Middle School Choice Enrollment Application which is provided to all students. Materials and all forms are translated as needed. Professional development programs for teachers and other staff responsible for the delivery of instruction to limited English proficient students includes workshops that focus on differentiating instruction. The ESL teacher also provides teachers with strategies that are effective and processes that can be utilized to strengthen the academic skills of the students ESL.
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.

All teachers in the school will receive 15% of their total hours of professional development dedicated to language acquisition which will include best practices on co-teaching strategies and integrating language and content instruction for ELL students. Professional development will be provided in the school during professional development desginated times and embedded in teacher meetings with the ENL teacher and administration. All ENL/ELL teacher will receive 50% of their total hours of professional development dedicated to language acquisition in alignment with ELA and other core content areas. ENL /ELL teachers will be provided with professional development in the school as well as attend workshops outside provided. Additional workshops are attended and turn-keyed by the ESL teacher/coordinator to further support professional growth and keep updated on current strategies. Records for professional development activities will be filed in the office.

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?

   Annual individual meetings are help with parents of ELLs to discuss goals, their child's language development progress, assessment results and language development needs in all content areas. Parents are provided with interpretation and translation as needed. Meetings are documented with teacher's log books. Parents are also kept in contact on a montly basis by phone calls, letters, post cards and in person to discuss their child and any concerns they may have.

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 here:

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

   Based on the survey and on parents needs from interviews, workshops and activities are offered during the day and after school to help foster parent involvment for parents of ELLs.

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

   Support is offered from selected School Support Organizations (SSOs), localized Integrated Service Centers (ISC) and the Translation and Interpretation Unit. When necessary follow ups are made in person or by phone until parents have the information required or requested.

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

   Before the start of the school term, in many cases, ELLs visit at time of enrollment. Our Prinicpal, Ms. Avery welcomes the children and their families. The Parent Coordinator reaches out to the parents to help secure information, answer questions, and further assist. The Parent Coordinator also sends home a survey to find out from parents what kind of workshops they would be interested in. Workshops are held in response to parent's input. Translators are on hand if possible, if not, contacts are made. If further assistance is needed administration reaches out to the network

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

   Literature, calendars, school newletters, posters pretaining to upcoming workshop, community activities, etc are always available at front entrance of school building. Bulletin boards are always kept up to date. A variety of formats are put in place to meet the multiple of needs of ELL families. As we begin to know more about the students and their parents, teachers and staff are better able to offer social and academic activities to meet their needs.

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: 19K273 **School Name: Wortman School**
Superintendent:

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.learndoe.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 school uses the Home Language Identification Survey (HLIS) to identify the primary language of parents. In addition to completing the HLIS with the help of trained staff member, an oral interview is conducted. The information is recorded, maintained and reviewed by both the Pupil Accounting Secretary and the ESL teacher.The data and methodologies used to assess the school's parents who are non-English speaking were done through a survey developed by the School Leadership Team and the PTA. Information about parent's language preference is also filled out on the HLIS forms and documented. Information from the Learning Enviornment Survey also serves as data to implement change. Meetings are held with the ESL teacher to address direct concerns of parents.

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.

The School Leadership Team reviewed the survey and found that there was a need for translation of various docouments and information packets within the school. Parents have requested that a team of staff members be organized to address the needs of all parents who are non-English speaking. The information was dissseminated during the School Leadership Team meetings. Information is also disseminated to parents via school letters that are backpacked. The language indicated by parents whos preferred language is other than English was 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.)

   All parental information wil be disseminated in their home language when requested. Report cards, school notices, and other information are disseminated to parents in their desired language. Such documents that require translation are homework sheets, newsletters, announcements, student's progress reports, etc.

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.

   Throughout the school year, there will be many face to face meetings at our school. In our school we have meet the parent night, 3 parent teacher conference nights (November, March, and May) and our parents teacher alliance committee hold parent nights in the classrooms throughout the school year. Our teachers also make parent contacts by phone, letter, or email throughout the year to keep parents updated on their child's progress.

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.

   PS 273 communicates with non-English speaking parents via translated materials provided by the DOE and through translation done with staff at the school. Report cards, school notices, and other information are disseminated to parents in their desired language. The school has Spanish speaking personnel who provide translations as needed. When a parent speaks languages other than Spanish or French, the resources of the DOE Translation Unit are utilized both for interpretation and translation of documents as needed.Currently, we have two teachers that are providing written Spanish translations for all documents needed. Teachers and administration will provide documents to the teachers providing translation a few days prior to the time the documents are needed to be sent out.

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.

A team of interpretors are always on hand within the school. The team of translators consists of teachers, parents, and other staff members.If a parent speaks a language other than Spanish or French, interpretation will be provided by over the phone interpreters via the Translation and Interpretation Unit.

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.)

The HLIS and the Emergency cards contain information about student's home language and preferred language which is shared with teachers. All the teachers during administrative PD are made aware of the translation services we provide inhouse as well ad over the phone interpretation services that are offered. The T&I brochure is given out for reference to teachers and they are also aware to reach out to Maribel Torres, our Language Access Coordinator for assistance as well.

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

In our school, the welcom poster is hung up in the main hall where parents enter and exit the building when visiting. The language ID guide is at the front security desk where it is accessible to parents upon entering the building and providing their ID and the reason for visiting. The Parents' Guide to Language Access pamphlets are in the main office as well as the parent room for accessibility to all parents. The Parents' Bill of Rights was at the information desk and provided to all parents during our Open House/Meet the Parent night in September. It is also available to parents upon request.

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)

A parent survey will be used to gather feedback from parents on the quality and the availability of services at our school regarding translation and interpretation.