

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**                   **27Q273**

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

**Principal:**                             **BRENDA WARD**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: P.S. 273 School Number (DBN): 27Q273  
Grades Served: Pre-K - 5  
School Address: 88-07 102 Street, Richmond Hill, New York 11418  
Phone Number: 718-286-8300 Fax: 718-286-8300  
School Contact Person: Brenda Ward Email Address: Bward2@schools.nyc.gov  
Principal: Brenda Ward  
UFT Chapter Leader: Renee Williams  
Parents' Association President: Shazia Begum  
SLT Chairperson: Stephen Calvano  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_  
Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 27 Superintendent: Mary Barton  
Superintendent's Office Address: 82-01 Rockaway Boulevard, Ozone Park, New York 11416  
Superintendent's Email Address: mbarton@schools.nyc.gov  
Phone Number: 718-642-5770 Fax: 718-348-2994

**Borough Field Support Center (BFSC)**

BFSC: South Queens Director: Marlene Wilks  
Director's Office Address: 82-01 Rockaway Boulevard, Ozone Park, New York 11416  
Director's Email Address: mwilks@schools.nyc.gov  
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 Comprehensive Educational Plan (CEP) 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<br>(Blue Ink) |
|------------------|---|-------------------------|
| Brenda Ward      | *Principal or Designee  |                         |
| Renee Williams   | *UFT Chapter Leader or Designee   |                         |
| Shazia Begum     | *PA/PTA President or Designated Co-President  |                         |
|                  | DC 37 Representative (staff), if applicable   |                         |
|                  | Title I Parent Representative (or Parent Advisory Council Chairperson)  |                         |
|                  | Student Representative<br><i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> |                         |
|                  | Student Representative<br><i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> |                         |
|                  | CBO Representative, if applicable   |                         |
| Maria Ayala      | Member/Parent   |                         |
| Sandrica Sookdeo | Member/Parent   |                         |
| Flor Mafla       | Member/ Parent  |                         |
| Lydia Seebajan   | Member/Parent   |                         |
| Kendia Hippolite | Member/ Teacher   |                         |
|                  | Member/ Paraprofessional  |                         |

| Name            | Position and Constituent Group Represented | Signature (Blue Ink) |
|-----------------|--|----------------------|
| Stephen Calvano | Member/ Teacher                            |                      |
| Jonathan Ortiz  | Member/Teacher                             |                      |
|                 | Member/Parent                              |                      |
|                 | Member/                                    |                      |
|                 | Member/                                    |                      |
|                 | Member/                                    |                      |

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

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the 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 CEP 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 Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement 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 two (2) to 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. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

| <b>The Six Elements of the Framework for Great Schools</b>  |
|---|
| <b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. |
| <b>Supportive Environment:</b> 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.

## The Quality Review 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 also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 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 CEP 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:** 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 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether 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: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. 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.

P.S. 273 cultivates well-rounded students in a student-centered environment that emphasizes high expectations and success through a stimulating and comprehensive program that will provide them with the foundational skills to be successful in middle school and beyond. We have a partnership with the DOE Uncommon IMPACT. This partnership affords our staff members with access to professional development resources that enable us to develop and enhance teacher practice. Topics include school culture, reading, math and checking for understanding. The school leader participates in the Relay Graduation Education professional development opportunities with Uncommon Schools to sharpen her administrative skills in conducting observation feedback conferences, conducting professional development and data analysis meetings.

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

We are a multicultural school consisting of approximately 24 different ethnic backgrounds. Despite our differences, we have developed a very respectful and supportive learning environment. Each month we celebrate the special holidays and traditions of our lives that make each of us special - such as Hispanic and African American Heritage month Celebration, Multicultural Fest, Art Show and more. We adopted the Positive Behavior Intervention System (PBIS). We have been identified as a lab site to showcase our accomplishments. This year, we are introducing the Leader in Me process to infuse effective social-emotional practices through the 7 Habits of Highly Effective People into our curriculum. Our goal is to provide a safe community that is conducive to learning where all members of the school community are respectful, responsible and kind to one another. We are continuing our efforts to improve our school culture by the further development of our student council and implementing positive practices learned through our Uncommon IMPACT partnership.

Here are our academic challenges:

Our biggest challenge has been the lack of writing in the ReadyGen curriculum. Consequently, we will adopt the Teacher's College Writing Curriculum to assist teachers in scaffolding writing instruction to close this gap.

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## 27Q273 School Information Sheet

| School Configuration (2014-15)                                  |                   |   |     |   |
|---|-------------------|---|-----|---|
| Grade Configuration   | PK,0K,01,02,03,04 | Total Enrollment                                | 309 | SIG Recipient                                 |
| 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 |
| Types and Number of Special Education Classes (2014-15)         |                   |   |     |   |
| # Special Classes   | N/A               | # SETSS   | N/A | # Integrated Collaborative Teaching           |
| Types and Number of Special Classes (2014-15)                   |                   |   |     |   |
| # Visual Arts   | N/A               | # Music   | N/A | # Drama                                       |
| # Foreign Language  | N/A               | # Dance   | N/A | # CTE   |
| School Composition (2013-14)                                    |                   |   |     |   |
| % Title I Population  | 105.5%            | % Attendance Rate                               |     | 92.8%   |
| % Free Lunch  | 90.2%             | % Reduced Lunch                                 |     | 3.9%  |
| % Limited English Proficient                                    | 11.8%             | % Students with Disabilities                    |     | 14.2%   |
| Racial/Ethnic Origin (2013-14)                                  |                   |   |     |   |
| % American Indian or Alaska Native                              | 2.4%              | % Black or African American                     |     | 11.0%   |
| % Hispanic or Latino  | 64.2%             | % Asian or Native Hawaiian/Pacific Islander     |     | 15.4%   |
| % White   | 5.1%              | % Multi-Racial                                  |     | N/A   |
| Personnel (2014-15)   |                   |   |     |   |
| Years Principal Assigned to School (2014-15)                    | 4.34              | # of Assistant Principals (2014-15)             |     | N/A   |
| # of Deans (2014-15)  | N/A               | # of Counselors/Social Workers (2014-15)        |     | N/A   |
| Personnel (2013-14)   |                   |   |     |   |
| % of Teachers with No Valid Teaching Certificate (2013-14)      | N/A               | % Teaching Out of Certification (2013-14)       |     | N/A   |
| % Teaching with Fewer Than 3 Years of Experience (2013-14)      | 0.1%              | Average Teacher Absences (2013-14)              |     | 3.5   |
| Student Performance for Elementary and Middle Schools (2013-14) |                   |   |     |   |
| ELA Performance at levels 3 & 4                                 | N/A               | Mathematics Performance at levels 3 & 4         |     | N/A   |
| Science Performance at levels 3 & 4 (4th Grade)                 | N/A               | 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  | X                 | Local Assistance Plan                           |     |   |
| Focus District  | X                 | Focus School Identified by a Focus District     |     |   |
| Priority School   |                   |   |     |   |
| <b>Accountability Status – Elementary and Middle Schools</b>    |                   |   |     |   |
| 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  | YES               | Asian or Native Hawaiian/Other Pacific Islander |     | N/A   |
| White   | N/A               | Multi-Racial                                    |     | N/A   |
| Students with Disabilities                                      | N/A               | Limited English Proficient                      |     | YES   |
| Economically Disadvantaged                                      | YES               |   |     |   |
| 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  | YES               | Asian or Native Hawaiian/Other Pacific Islander |     | N/A   |
| White   | N/A               | Multi-Racial                                    |     | N/A   |
| Students with Disabilities                                      | N/A               | Limited English Proficient                      |     | YES   |
| Economically Disadvantaged                                      | YES               |   |     |   |
| Met Adequate Yearly Progress (AYP) in Science (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               |   |     |   |
| <b>Accountability Status – High Schools</b>                     |                   |   |     |   |
| 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.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Based on our Grades 3 and 4 English Language and Literature Spring Benchmark CCLS-aligned Test, there is a need to close the achievement gap in ELA. Data shows that the 3<sup>rd</sup> graders performed at 46% which was approximately higher than 8% of both the Region and District-wide percentage points; however, there are specific standards that we need to strengthen. In referring to parts of stories, dramas, and poems when writing or speaking about a text, our 3<sup>rd</sup> graders performed at 37% which was 4% lower than the Region and 12% lower than the District. In describing the logical connection between particular sentences and paragraphs in a text, our 3<sup>rd</sup> graders performed at 21% which was 7% lower than the Region and 11% lower than the District.

Data shows that the 4<sup>th</sup> graders performed at 56% which was approximately 6% higher than the Region and 12% higher than the District; however, there are specific standards that we need to strengthen. In determining the main idea of a text and explaining how it is supported by key details and summarizing the text, our 4<sup>th</sup> graders performed at 44% which was 10% lower than the Region and 6% lower than the District. In determining the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area, our 4<sup>th</sup> graders performed at 8% which was 14% lower than the Region and 10% lower than the District.

Rigorous instruction, analysis of formative and summative data, along with high expectations and actively engaged students, are required to close the achievement gap.

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

By June 2016, there will be a 5% increase in grades 3 and 4 students scoring at or above level 3 on the CCLS Align Benchmark Assessment when comparing the Fall CCLS Aligned Assessment to the Spring CCLS Aligned Benchmark Assessment.

**Part 3 – Action Plan**

| <p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul> | <p><b>Target Group(s)<br/>Who will be targeted?</b></p> | <p><b>Timeline<br/>What is the start and end date?</b></p> | <p><b>Key Personnel<br/>Who is responsible for implementing and overseeing the activity/strategy?</b></p> |
|---|---|--|---|
| <p>Teachers will be meeting weekly during the Tuesday after school sessions to analyze data such as exit slips, unit assessments, and checks for understanding, to identify patterns of student learning and make adaptation to student grouping and instructional strategies.</p>  | <p>K-5</p>  | <p>September 2015 – June 2016</p>                          | <p>Teachers and Principal</p>   |
| <p>Teachers will incorporate checks for student understanding while teaching to ensure that they are monitoring student progress and utilizing the data to make timely adjustments to both the units and their instructional practices.</p>   | <p>Pre-K-5</p>  | <p>September 2015 – June 2016</p>                          | <p>Teachers and Principal</p>   |
| <p>Teachers will assess, record and document independent reading levels on a monthly basis for each student to track student growth. Students in need of additional support to meet grade level standards will be assessed more frequently.</p>   | <p>K-5</p>  | <p>September 2015 – June 2016</p>                          | <p>Teachers and Principal</p>   |
| <p>Based on data from the student work, students will receive supplementary instruction that is focused on exposing them to the format and language of the standardized test.</p>   | <p>K-5</p>  | <p>September 2015 – June 2016</p>                          | <p>Teachers and Principal</p>   |

**Part 4 – Budget and Resource Alignment**

|   |
|---|
| <p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <ul style="list-style-type: none"> <li>• Professional Learning Facilitators</li> <li>• Teachers will utilize curriculum resources provided by our partnership with Uncommon IMPACT. Teachers will engage in a Book Study using Great Habits, Great Readers by Paul Bambrick-Santoyo</li> <li>• Teachers will follow the progress monitoring schedule to assess and monitor student growth. Students who are not progressing at the desired rate will receive additional ELA intervention provided by our Academic Intervention teachers, Reading A-Z and Raz-Kids on line reading programs (for use at home and in the classroom), Imagine Learning and Fast ForWord online programs for our ELLs and SWDs.</li> </ul> |
|---|

• Teachers will engage in inquiry protocols to collaboratively look at student work and make adjustments to instruction based on individualized student needs.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

|   |          |   |                                |  |            |  |                  |   |                   |  |                      |
|---|----------|---|--------------------------------|--|------------|--|------------------|---|-------------------|--|----------------------|
| X | Tax Levy | X | Title I SWP                    |  | Title I TA |  | Title II, Part A | X | Title III, Part A |  | Title III, Immigrant |
|   | C4E      |   | 21 <sup>st</sup> Century Grant |  | SIG/SIF    |  | PTA Funded       |   | In Kind           |  | Other                |

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

1. MOY Benchmark – Fountas and Pinnell
2. Data meetings with the Administration after each benchmark assessment cycle
3. Progress Monitoring of students in need of strategic and intensive support scheduled every two weeks
4. Data meetings with the instructional cabinet to review progress monitoring results to inform short-term action plans

**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.

**Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data 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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

**Part 3 – Action Plan**

| <p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul> | <p><b>Target Group(s)</b><br/><i>Who will be targeted?</i></p> | <p><b>Timeline</b><br/><i>What is the start and end date?</i></p> | <p><b>Key Personnel</b><br/><i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
|--|--|---|--|
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**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 |  | Title II,<br>Part A |  | Title III,<br>Part A |  | Title III,<br>Immigrant |
|--|----------|--|--------------------------------|--|------------|--|---------------------|--|----------------------|--|-------------------------|
|  | C4E      |  | 21 <sup>st</sup> Century Grant |  | SIG/SIF    |  | PTA Funded          |  | In Kind              |  | 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.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Our Quality Review Rating for 2014-2015 revealed that there was a lack of checks for understanding during instruction resulting in teachers not making adjustments to instruction to ensure that they are meeting the needs of all learners. Teacher Teams must meet consistently to share best practices to support better-informed planning that result in improved student outcomes. It is necessary that teachers adjust instruction in response to evidence of student understanding (or lack of it).

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

By June 2016, Grades K-5 teacher teams will collaboratively revise GoMath and ReadyGen curriculum to include checks for understanding and modify questioning and discussion techniques to provide multiple entry points that ensures rigorous instruction for all learners as measured by the development of five (5) units of study in ReadyGen and the four (4) critical areas in GoMath.

### Part 3 – Action Plan

| <b>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:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul> | <b>Target Group(s)<br/>Who will be targeted?</b> | <b>Timeline<br/>What is the start and end date?</b> | <b>Key Personnel<br/>Who is responsible for implementing and overseeing the activity/strategy?</b> |
|--|--|---|--|
| Teachers will meet during the Tuesdays Professional Work Time to analyze student assessment, identify needs for groups of students and develop responsive plans based on students' strengths and needs.  | Grades K-5 Teachers                              | September 2015- June 2016                           | Principal, Grades K-5 grade teachers and Library/Technology Specialist and Writing Teacher         |
| Teachers will utilize the book study text: "Teach Like a Champion" by Doug Lemov during our professional development time. Teachers will identify instructional strategies to improve the academic performance of the students in their class.   | Grades K-5 Teachers                              | September 2015- June 2016                           | Principal, Grades K-5 grade teachers and Library/Technology Specialist and Writing Teacher         |
| Teachers and school administrator will analyze current school rubrics to ensure alignment to CCLS and the Performance Task. Teachers will ensure that students are provided with rubrics-based feedback that clearly outlines their next learning steps.   | Grades K-5 Teachers                              | September 2015- June 2016                           | Principal Grades K-5 teachers and Library/Technology Specialist and Writing Teacher                |
|  |  |   |  |

**Part 4 – Budget and Resource Alignment**

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| <b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.   |
| <p>Teachers across grades will meet to plan and analyze student work during common prep periods and PLC sessions</p> <p>Principal will supervise per session activities during the planning of the units</p> <p>Access to technology/laptops</p> <p>Online resources</p> <p>Library resources</p> <p>Facilitators/professional development time</p> |
| <b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.  |

|   |          |   |                                   |  |            |  |                     |  |                      |  |                         |
|---|----------|---|-----------------------------------|--|------------|--|---------------------|--|----------------------|--|-------------------------|
| X | Tax Levy | X | Title I SWP                       |  | Title I TA |  | Title II,<br>Part A |  | Title III,<br>Part A |  | Title III,<br>Immigrant |
|   | C4E      |   | 21 <sup>st</sup> Century<br>Grant |  | SIG/SIF    |  | PTA Funded          |  | In Kind              |  | Other                   |

**Part 5 – Progress Monitoring**

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| <p><b>Part 5a.</b> 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.</p> <p>By the end of January 2016, teachers will have participated in professional development to begin the work of modifying lesson plans to include checks for understanding and formative assessments that can be used to provide flexible and responsive feedback that will further student learning.</p> <p>By the end of February 2016, teachers will choose 3-5 formative assessment strategies to embed in their ELA and math units of study.</p> <p>By the end of January 2016, the school administrator will devise a system for collecting and analyzing pieces of student work to ensure that feedback is aligned to tasks and rubrics.</p> |
| <p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>  |

**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.

**Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data 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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

**Part 3 – Action Plan**

| <p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul> | <p><b>Target Group(s)</b><br/><i>Who will be targeted?</i></p> | <p><b>Timeline</b><br/><i>What is the start and end date?</i></p> | <p><b>Key Personnel</b><br/><i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
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**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.

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**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

|  |                 |  |                                |  |                   |  |                         |  |                          |  |                             |
|--|-----------------|--|--------------------------------|--|-------------------|--|-------------------------|--|--------------------------|--|-----------------------------|
|  | <b>Tax Levy</b> |  | <b>Title I SWP</b>             |  | <b>Title I TA</b> |  | <b>Title II, Part A</b> |  | <b>Title III, Part A</b> |  | <b>Title III, Immigrant</b> |
|  | C4E             |  | 21 <sup>st</sup> Century Grant |  | SIG/SIF           |  | PTA Funded              |  | In Kind                  |  | 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.

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**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.

**Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Based on the Framework for Great Schools Report for 2015 survey showed that parental involvement in the school received 79% of positive responses. Parent survey response rates decreased significantly when compared to previous years. While parent attendance at parent teacher conferences was comparable to prior years, participation at Parent Association (PA) meetings appear to be dwindling. Parental involvement in all facets of school community is key to student success. As our parent members continue to change, it is important to maintain a strong home-school connection.

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

By June 2016, the school will develop a more collaborative partnership with families and community organizations to increase parental involvement by a 2% increase from 84% to 86%.

**Part 3 – Action Plan**

| <p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul> | <p><b>Target Group(s)<br/>Who will be targeted?</b></p> | <p><b>Timeline<br/>What is the start and end date?</b></p> | <p><b>Key Personnel<br/>Who is responsible for implementing and overseeing the activity/strategy?</b></p> |
|---|---|--|---|
| <p>Teachers and Principal will provide workshops connected to curriculum, ESL, health and wellness, technology and online resources during Parent Engagement time so that they can become stronger partners with the school.</p>  | <p>Parents</p>  | <p>September 2015-June 2016</p>                            | <p>Teachers, Parent Coordinator and Principal</p>   |

|   |         |                          |  |
|---|---------|--------------------------|--|
| Teachers will implement Class Dojo which will provide parents with online access to immediate feedback pertaining to their child's behavior and work habits.  | Parents | September 2015-June 2016 | PA President and Principal                 |
| The Parent Coordinator will provide workshops to strengthen the home-school connection based on the assessed needs and availability of the parents and students. These workshops will include topics such as: nutrition, parenting skills, English Learning Circles, Students With Disabilities, English language learners, computers, homework help, and intervention strategies to build parents' capacity to help their children at home. We will provide written translations when necessary. | Parents | September 2015-June 2016 | Teachers, Parent Coordinator and Principal |
| Monthly celebrations will take place to recognize and celebrate the various cultures in our schools to increase parent participation – including Hispanic Heritage and African American Month Celebrations, Multicultural Fest, Parent Appreciation Breakfast, etc.   | Parents | September 2015-June 2016 | Teachers, Parent Coordinator and Principal |

**Part 4 – Budget and Resource Alignment**

|   |          |  |                                |  |            |  |                  |  |                   |  |                      |
|---|----------|--|--------------------------------|--|------------|--|------------------|--|-------------------|--|----------------------|
| <b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |          |  |                                |  |            |  |                  |  |                   |  |                      |
| <ul style="list-style-type: none"> <li>• Copy paper</li> <li>• Food/Snacks</li> <li>• Facilitators</li> <li>• Parent Guides</li> </ul>  |          |  |                                |  |            |  |                  |  |                   |  |                      |
| <b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.  |          |  |                                |  |            |  |                  |  |                   |  |                      |
| X   | Tax Levy |  | Title I SWP                    |  | Title I TA |  | Title II, Part A |  | Title III, Part A |  | Title III, Immigrant |
|   | C4E      |  | 21 <sup>st</sup> Century Grant |  | SIG/SIF    |  | PTA Funded       |  | In Kind           |  | Other                |

**Part 5 – Progress Monitoring**

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| <b>Part 5a.</b> 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.  |
| <ul style="list-style-type: none"> <li>• By February 2016, Bi-annual survey results will be reviewed</li> <li>• By November 2016, teachers will utilized the Class Dojo application to strengthen the home-school connection</li> <li>• At the conclusion of each workshop, parent reflection sheets will be reviewed to determine next steps</li> <li>• The Parent Coordinator will maintain a spreadsheet of participating parents at events to determine participation rate to date.</li> </ul> |
| <b>Part 5b.</b> 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 proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

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

## 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. |                                 |  |   |
| <b>X</b>   | <b>Schoolwide Program (SWP)</b> |  | <b>Targeted Assistance (TA) Schools</b> |
|  |                                 |  | <b>Non-Title I</b>                      |

### Part 2: All Title I Schools

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

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|---|
| Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.  |
| <ul style="list-style-type: none"> <li>• We have 100% highly qualified teachers.</li> <li>• P.S. 273 has established a Hiring Committee (consisting of teachers and parents) who oversees and assists in the hiring of HQT. Teachers are identified and selected through the Open Market Transfer System and by recommendations from other HQT.</li> <li>• We maintain a safe, nurturing and professional environment where teachers are appreciated and celebrated. Word of mouth and our reputation in the community has allowed us to recruit highly qualified staff members.</li> </ul> |

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

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| Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).  |
| High quality ongoing professional development to improve teacher practice (focused on the Charlotte Danielson's Framework for Teaching Rubric) and student outcomes is provided for our teachers, the principal and our paraprofessionals by our core curriculum providers, the principal, Regional Field Support Center Specialists, our online webinar courses and our teachers throughout the year – which are offered on a monthly basis. Our teachers also engage in inquiry work to ensure that our students are meeting and exceeding Common Core Learning Standards |

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

#### 3b. TA Coordination with the Regular Program

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

#### **Part 4: SWP Schools Only**

##### **4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

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

##### **4b. Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Assessment data is gathered and is disaggregated and organized by the Data Specialist to be reported in a way that makes sense to educators and the school community at large. Because the ELA and Math State Assessments provide only summative data, we analyze Fountas & Pinnell results and the Primary Literacy Assessment to diagnose our students' strengths and weaknesses in pre-reading skills, including, phonemic awareness, phonics, vocabulary, fluency and comprehension. Based on the limited data provided, it is important to utilize a set of interim assessments that will be administered throughout the school year to prepare students for New York City and State Assessments and to ensure that they are able to meet and exceed Common Core Learning Standards. In addition to ELA and Math benchmark assessments, we utilize NYC Performance Tasks and CCLS aligned assessments to familiarize grades 3-5 students with the format, language, and timing of the actual assessments.

The Data specialist gathers ELA and math data and creates spreadsheets and conducts data analysis professional learnings to support our grade and inquiry teams. After the teacher teams have first analyzed the data, the critical piece is for us to model the importance of data analysis and engage all staff in the process. The goal is to have teachers owning the data and making the instructional changes needed for improved student achievement which are far greater when they are involved in the process. Teacher teams drill down into the data to gain a deeper understanding about our students' needs.

In our discussion about the assessment data, we engage in collaborative problem solving. An abridged list of essential questions are as follows: What are the patterns/trends - in general? Among subgroups? Are there obvious gaps in performance between groups of students? If so, what are the areas? Do the data indicate what strategies or specific interventions should be taken? What does the data tell us about the need for professional development?

After analyzing the data, we create an intervention plan for each student and allocate resources (instructional materials) to meet the needs of that student. Along with creating the plan will be setting SMART goals and developing the evaluation. The questions to be answered are: What specific actions will we take to achieve this improvement goal based on best practices? How will we know if our strategies are successful? What evidence will we have to show the success of our action?

Next, we implement the plan. Included in this step will be looking at teacher and student work. Finally, we monitor and revise (where necessary). Furthermore, the Professional Learning Committee gathers monthly to discuss teacher inquiries to strengthen areas for professional development and revise the Professional Learning Plan as needed.

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

| Program Name           | Fund Source<br>(i.e. Federal,<br>State or Local) | Funding Amount<br>Indicate the amount<br>contributed to<br>Schoolwide pool.<br>(Refer to Galaxy for<br>FY '16 school<br>allocation amounts) | Place an (X) in <u>Column A</u> below to verify<br>that the school has met the intent and<br>purposes of each program whose funds are<br>consolidated. Indicate in <u>Column B</u> , section<br>references where a related program activity<br>has been described in this plan. |                                  |
|------------------------|--|---|---|----------------------------------|
|                        |  |   | Column A<br>Verify with an (X)  | Column B<br>Section Reference(s) |
| Title I Part A (Basic) | Federal  | 175,351.00  |   |                                  |
| Title II, Part A       | Federal  | 0   |   |                                  |
| Title III, Part A      | Federal  | 11,200.00   |   |                                  |
| Title III, Immigrant   | Federal  | 0   |   |                                  |
| Tax Levy (FSF)         | Local  | 2,102,050.00  |   |                                  |

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

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal,

State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

- 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.

<sup>2</sup>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 Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to 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 CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school’s policy.

Your school’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)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **P.S.273Q**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **P.S.273Q** 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

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

### **School-Parent Compact (SPC) Template**

**P.S.273Q**, 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.

#### **1. School Responsibilities:**

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

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

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

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

**2. 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 to 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;

### 3. **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.

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

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

| Part B: Direct Instruction Supplemental Program Information  |
|--|
| The direct instruction component of the program will consist of (check all that apply):  |
| <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy  |
| Total # of ELLs to be served: <u>30</u>  |
| Grades to be served by this program (check all that apply):  |
| <input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5<br><input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 |
| Total # of teachers in this program: <u>3</u>  |
| # of certified ESL/Bilingual teachers: <u>1</u>  |
| # of content area teachers: <u>2</u>   |

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: \_

Public School 273's instructional program is aligned with the New York City's Department of Education's 2015-2016 Framework for Great Schools. Our philosophy centers around the belief that all students will upon graduation from high school be college and career ready. This belief includes all students, including English Language Learners. PS 273 will utilize a supplemental ENL program that will run after-school to service the needs of our students. The program will be offered from 2:30 to 3:30 PM on Thursdays. The focus and rationale of the program centers around preparing our ELLs to score at a Level 3 or 4 on the ELA and Mathematics State Exams and Common Core Assessments in 2016. We will utilize assessment data to identify the specific skills to target areas of strength and need in literacy for reading and written expression. In addition, data for each student will be utilized in mathematics and student data that is acquired through Fountas and Pinnell and ELA and Math State Assessments. We will utilize a co-teaching framework with a certified ENL teacher and two common branch/elementary education certified teachers for our supplemental after-school program. We will use rotating groups to ensure that all students in the supplemental program receive appropriate English language development support from a certified ESL teacher each time the program meets. To strengthen word knowledge, for materials, we will utilize "Elements of Vocabulary," which is a comprehensive English language development program. This program focuses on academic language and vocabulary development; thematic, content-based instruction; differentiated instruction for language and literacy; and a daily instructional routine in oral language, reading, and writing.

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

This supplemental program will focus on our English Language Learners in grades 3-5. We will also support the English Language Learners in other grades as they too need to be college and career ready. Students will work in instructional groups based on their academic language and instructional levels to ensure that they receive appropriate support from the certified ENL teacher.

While the start date for the program will be December 3, 2015, we anticipate the end date for the program will be March 31, 2016. The language of instruction will be in English. Our ENL teacher is fully NY State certified in ESL. We plan to include additional content-area teachers to co-teach the program. Their certifications are in Elementary Education.

### Part C: Professional Development

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

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

Begin description here: \_

-  
Our school is providing all teachers with professional development training. The duration of the program will be from November 2013 through May 2014. Trainers to facilitate professional development are Ms. Renee Palermo, licensed ENL teacher/ENL coordinator. The areas of training will be around ensuring that all ELLs have access to the Common Core Learning Standards. A focus of the training sessions will be to work with general education teachers at utilizing the SIOP methodologies. We want teachers to implement strategies to support student academic success and language development. Teachers will learn to integrate SIOP strategies into their lesson plans. We anticipate that these strategies will result in greater student performance on the State Common Core assessments.

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

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

There will be additional Professional Learning session during non-attendance days and "Marvelous Monday PDs:

Teachers will work in teams to review, the following Books: Collaboration and Co-teaching Strategies for English Learners by Andrea Honigsfeld and Maria Dove and Bringing Words to Life by Isabel Beck  
11/30/15 - How to Support the ELL Community (Best Practices)

12/14/15 - Introduction to Book Clubs

1/11/16 - Book Club

1/18/16 - Book Club

1/25/16 - Book Club

2/22/16 - Book Club

3/14/16 - Book Club Sharing

-

### Part D: Parental Engagement Activities

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

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

Begin description here: \_

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

### Part D: Parental Engagement Activities

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

Week One: 1/5/16 & 1/7/16

Week Two: 1/12/16 & 1/14/16

Week Three: 1/19/16 & 1/21/16

Week Four: 1/26/16 & 1/28/16

Week Five: 2/2/16 & 2/4/16

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

Staff members will conduct Computer Assisted Workshops on Tuesday, December 1, 2015, Tuesday, December 8, 2015 from 2:30 p.m.-3:15 p.m., and Friday, December 11, 2015 from 8:30-9:15 a.m. to familiarize parents with strategies and tips to support their children at home.

Parents will be notified through letters, flyers and phone calls (where necessary).

-

### Part E: Budget

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

Allocation Amount: \$11 , 200

| Budget Category   | Budgeted Amount   | Explanation of expenditures in this category as it relates to the program narrative for this title.   |
|---|-------------------|---|
| Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>  | <u>\$2,100.00</u> | <u>Intensive Afterschool ESL Program</u>  |
| Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>   | _____             | _____   |
| Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul> | <u>\$7,300.00</u> | -<br><u>Elements of Reading Vocabulary Books: Bringing Words to Life and Collaboration and Co-Teaching Strategies for English Learners</u><br><u>Book: Getting Ready for NYSESLAT</u><br><u>Word to Word Spanish Dictionaries</u><br><u>Word to Word English Spanish Science/Math/Social Studies</u><br><u>Glossaries - Levels 3-5 (5 each)</u> |
| Educational Software (Object Code 199)  | <u>\$1,800.00</u> | <u>Imagine Learning English licenses;</u><br><u>More Starfall license</u>   |
| Travel  | _____             | _____   |
| Other   | _____             | _____   |
| <b>TOTAL</b>  | _____             | _____   |



**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 <b>27</b>          | Borough <b>Queens</b> | School Number <b>273</b> |
| School Name <b>P.S. 273</b> |                       |                          |

### 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 <b>Brenda Ward</b>   | Assistant Principal <b>type here</b>                       |
| Coach <b>N/A</b>   | Coach <b>N/A</b>   |
| ENL (English as a New Language)/Bilingual Teacher <b>Renee Palermo</b> | School Counselor <b>Amy Coyle</b>                          |
| Teacher/Subject Area <b>Joycelyn Sampson/AIS</b>                       | Parent <b>N/A</b>  |
| Teacher/Subject Area <b>type here</b>                                  | Parent Coordinator   |
| Related-Service Provider <b>N/A</b>                                    | Borough Field Support Center Staff Member <b>type here</b> |
| Superintendent <b>Mary Barton</b>                                      | Other (Name and Title) <b>type here</b>                    |

### C. Teacher Qualifications

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

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| Number of certified ENL teachers currently teaching in the ENL program            | 1 | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program   | 0 | Number of teachers who hold both content area/common branch and TESOL certification | 0 |
| Number of certified bilingual teachers currently teaching in a bilingual program  | 0 | Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12] | 0 | Number of teachers who hold both a bilingual extension and TESOL certification      | 0 |
| Number of certified ENL teachers <u>not</u> currently teaching in the ENL program | 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) | 311 | Total number of ELLs | 39 | ELLs as share of total student population (%) | 0.00% |
|--|-----|----------------------|----|---|-------|

# Part II: ELL Demographics

## A. ELL Programs

|   |   |
|---|---|
| <b>This school serves the following grades (includes ELLs and non-ELLs)</b><br>Check all that apply | <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 |
|   | <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12                                     |

### This school offers (check all that apply):

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

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

| Bilingual Program Breakdown             |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
|   | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Tot # |
| <b>Transitional Bilingual Education</b> | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     |
| <b>Dual Language</b>                    | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     |
| <b>Total</b>                            | 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 |    |   |    |   |    |
|-----------------------------|----|---|----|---|----|
| <b>All ELLs</b>             | 39 | <b>Newcomers</b> (ELLs receiving service 0-3 years)       | 39 | <b>ELL Students with Disabilities</b>                     | 13 |
| <b>SIFE</b>                 | 4  | <b>Developing ELLs</b> (ELLs receiving service 4-6 years) | 0  | <b>Long-Term</b> (ELLs receiving service 7 or more years) | 0  |

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

|              | ELLs by Subgroups                       |      |     |   |      |     |  |      |     | Total |
|--------------|---|------|-----|---|------|-----|--|------|-----|-------|
|              | Newcomer ELLs<br>(0-3 years of service) |      |     | Developing ELLs<br>(4-6 years of service) |      |     | Long-Term ELLs<br>(receiving 7 or more years of service) |      |     |       |
|              | All                                     | SIFE | SWD | All                                       | SIFE | SWD | All  | SIFE | SWD |       |
| <b>TBE</b>   | 0                                       | 0    | 0   | 0   | 0    | 0   | 0  | 0    | 0   | 0     |
| <b>DL</b>    | 0                                       | 0    | 0   | 0   | 0    | 0   | 0  | 0    | 0   | 0     |
| <b>ENL</b>   | 39                                      | 4    | 13  | 0   | 0    | 0   | 0  | 0    | 0   | 0     |
| <b>Total</b> | 0                                       | 0    | 0   | 0   | 0    | 0   | 0  | 0    | 0   | 0     |

Number of ELLs who have an alternate placement paraprofessional: 3

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

|              | K        | 1        | 2        | 3        | 4        | 5        | 6        | 7        | 8        | 9        | 10       | 11       | 12       | TOTAL    |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| SELECT ONE   | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        |
| SELECT ONE   | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        |
| SELECT ONE   | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        |
| <b>TOTAL</b> | <b>0</b> |

**Dual Language (ELLs/EPs\*)  
K-8**

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

|              | K        |          | 1        |          | 2        |          | 3        |          | 4        |          | 5        |          | 6        |          | 7        |          | 8        |          | TOTAL    |          |          |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
|              | ELL      | EP       |          |
| SELECT ONE   | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        |
| SELECT ONE   | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        |
| SELECT ONE   | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        |
| <b>TOTAL</b> | <b>0</b> |

\* 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       |
| SELECT ONE   | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        |
| SELECT ONE   | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        |
| SELECT ONE   | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        |
| <b>TOTAL</b> | <b>0</b> |

**This Section is for Dual Language Programs Only**

|   |  |
|---|--|
| Number of students (students fluent in both languages):<br><u>0</u> | Number of students who speak three or more languages: <u>0</u> |
|---|--|

### 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      | 10       | 9        | 9        | 5        | 2        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        |
| Chinese      | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        |
| Russian      | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        |
| Bengali      | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        |
| Urdu         | 1        | 0        | 1        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        |
| Arabic       | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        |
| Haitian      | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        |
| French       | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        |
| Korean       | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        |
| Punjabi      | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        |
| Polish       | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        |
| Albanian     | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        |
| Other        | 0        | 0        | 1        | 0        | 1        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        |
| <b>TOTAL</b> | <b>0</b> |

## 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 |
|---|---|---|----|---|---|---|---|---|---|---|----|----|----|-------|
| <b>Entering</b><br>(Beginning)              | 5 | 2 | 4  | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     |
| <b>Emerging</b><br>(Low Intermediate)       | 3 | 1 | 1  | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     |
| <b>Transitioning</b><br>(High Intermediate) | 0 | 0 | 0  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     |
| <b>Expanding</b><br>(Advanced)              | 3 | 6 | 6  | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     |
| <b>Commanding</b><br>(Proficient)           | 0 | 2 | 16 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     |

| NYS ELA |         |         |         |         |       |
|---------|---------|---------|---------|---------|-------|
| Grade   | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3       | 20      | 17      | 14      | 4       | 0     |
| 4       | 12      | 24      | 3       | 1       | 0     |
| 5       | 0       | 0       | 0       | 0       | 0     |
| 6       | 0       | 0       | 0       | 0       | 0     |
| 7       | 0       | 0       | 0       | 0       | 0     |
| 8       | 0       | 0       | 0       | 0       | 0     |
| NYSAA   | 0       | 0       | 0       | 0       | 0     |

| NYS Math |         |    |         |    |         |    |         |    |       |
|----------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade    | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|          | English | HL | English | HL | English | HL | English | HL |       |
| 3        | 16      | 0  | 2       | 2  | 0       | 0  | 0       | 0  | 0     |
| 4        | 0       | 0  | 0       | 0  | 0       | 0  | 0       | 0  | 0     |
| 5        | 0       | 0  | 0       | 0  | 0       | 0  | 0       | 0  | 0     |
| 6        | 0       | 0  | 0       | 0  | 0       | 0  | 0       | 0  | 0     |
| 7        | 0       | 0  | 0       | 0  | 0       | 0  | 0       | 0  | 0     |
| 8        | 0       | 0  | 0       | 0  | 0       | 0  | 0       | 0  | 0     |
| NYSAA    | 0       | 0  | 0       | 0  | 0       | 0  | 0       | 0  | 0     |

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

| 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 | 0                          | 0             | 0                           | 0             |
| Integrated Algebra/CC Algebra         | 0                          | 0             | 0                           | 0             |
| Geometry/CC Algebra                   | 0                          | 0             | 0                           | 0             |
| Algebra 2/Trigonometry                | 0                          | 0             | 0                           | 0             |
| Math _____                            | 0                          | 0             | 0                           | 0             |
| Chemistry                             | 0                          | 0             | 0                           | 0             |
| Earth Science                         | 0                          | 0             | 0                           | 0             |
| Living Environment                    | 0                          | 0             | 0                           | 0             |
| Physics                               | 0                          | 0             | 0                           | 0             |

| 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 | 0                          | 0             | 0                           | 0             |
| Geography                    | 0                          | 0             | 0                           | 0             |
| US History and Government    | 0                          | 0             | 0                           | 0             |
| LOTE                         | 0                          | 0             | 0                           | 0             |
| Government                   | 0                          | 0             | 0                           | 0             |
| Other _____                  | 0                          | 0             | 0                           | 0             |
| Other _____                  | 0                          | 0             | 0                           | 0             |
| NYSAA ELA                    | 0                          | 0             | 0                           | 0             |
| NYSAA Mathematics            | 0                          | 0             | 0                           | 0             |
| NYSAA Social Studies         | 0                          | 0             | 0                           | 0             |
| NYSAA Science                | 0                          | 0             | 0                           | 0             |

| Home Language Assessments  |   |                        |                        |                        |  |                        |                        |                        |
|----------------------------|---|------------------------|------------------------|------------------------|--|------------------------|------------------------|------------------------|
|                            | # of ELLs scoring at each quartile (based on percentiles) |                        |                        |                        | # of EPs (DL only) scoring at each quartile (based on percentiles) |                        |                        |                        |
|                            | Q1<br>1-25 percentile                                     | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile | Q1<br>1-25 percentile  | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile |
| ELE (Spanish Reading Test) | 0   | 0                      | 0                      | 0                      | 0  | 0                      | 0                      | 0                      |
| Chinese Reading Test       | 0   | 0                      | 0                      | 0                      | 0  | 0                      | 0                      | 0                      |

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.  
We use the Performance Literacy Assessment (PLA ), ReadyGen, GoMath, Base-Mid-End Line Assessments, Writing Samples, and the Fountas and Pinnell Benchmark Assessments. Our ELLs need extra support. The ENL teacher has incorporated guided mini lessons into her stand-alone program and teachers have included more independent reading time into the reading block. Our school has adopted the TC Writing Program in the classrooms to expand students' writing skills and grammar in alignment to the CCLS for language, speaking and listening. Benchmark data and end of unit data, along with running records and information from individual teacher/students are used to plan and adjust instruction to meet students' needs.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
The results of the NYSESLAT reveal that students are in need of extra support in the areas of Reading and Writing.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
According to patterns presented by the NYSESLAT data, more focus has been placed on Reading and Writing. Students in grades K through 5 receive additional instruction in Writing two to three times per week. The ENL teacher will continue to push-in during the reading block to assist classroom teachers during reading and writing activities. This reduces the teacher to student ratio and maximizes student achievement. The ENL teacher uses both the Common Core Learning Standards and the ESL State Standards to inform instruction.
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - What is the school learning about ELLs from the periodic assessments? How is the home language used?  
The schoolwide data reveals patterns across performance levels and grades that indicate the ELL students struggle with vocabulary and comprehension in both ELA and Math. This is also indicated in tests given in English, as ELLs are given their tests in English with a native language exam as a support tool. School leadership and teachers use the results of the ELL periodic assessments to plan and create lessons

to enhance students vocabulary and comprehension in English. The periodic assessments are used to identify students who are in need of extra support. We review the data from the Home Language Survey to identify students who will receive ELL instruction and extra support in the classroom.

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](#).]

We use ReadyGen and GoMath benchmark assessments for all children. We incorporate the recommended ELL support strategies that are embedded in the program. If after analyzing the benchmark assessments, students are not progressing at the desired rate, then we provide Tier II intervention at a student ratio of 10:1. Progress monitoring data is used to make educated decisions about changes in goals and instruction. If students continue to show low academic achievement they are identified for Tier III intervention using Great Leaps.

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

Teachers gather data about students from the student interest survey. They incorporate this data into their lesson plans as a way of motivating students and enhancing student learning experiences and language skills. They also use Universal Design for Learning strategies which allows access for all students. Content area vocabulary is pre-taught, and teachers build upon students' prior knowledge and integrate cultural experiences and texts.

7. For dual language programs, answer the following:

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

Paste response to questions here:

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

The success of the ELL program is evaluated through the NYSESLAT data, classroom assessments, informal anecdotal records and formal assessments. The student's individual success in all content areas is monitored through the progress reports, running records, and informal assessments from the ENL instructor. Ultimately, success is evaluated by students reaching grade level academic standards.

## Part IV: ELL Identification Process

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

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.

Upon entering the NYC public school system, students and their parents are administered the Home Language Identification Survey to new admits, as well as those who have not been in a NYS public school for 2 or more years by a pedagogue, which will be the ENL teacher. The response from the survey, coupled with an informal interview will determine whether the student should be given the NYSITELL exam. If a student is unable to perform on the NYSITELL, the LAB will be administered to our Spanish-speaking students. We have bilingual paras and office staff to assist when needed. The NYSITELL is administered within the first ten (10) days of admittance into the school system. The results of the NYSITELL indicates whether or not the student will be placed in a language program. A parent orientation meeting happens along with sending out entitlement letters and non-entitlement letters.

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).

SIFE status will need to be determined within 12 months of enrollment. An initial determination is made within 30 days of enrollment.

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).

A Language Proficiency team /SIT team will determine if the student with an IEP has language acquisition needs, and should be administered the NYSITELL.

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.

Entitlement letters are sent out to the parents once students are identified as English Language Learners. The time and date of the parent orientation are included in the entitlement letters. Once they arrive at the school, parents are given brochures and visual information about TBE, Dual Language, and Free Standing ESL that is provided by the New York City Department of Education. After the parent orientation ends, parents are instructed to fill out the Parent Survey and Program Selection forms. If a parent is unable to fill out these forms at that time, they have the opportunity to bring in the forms the following day along with their child. At the

beginning of each year, parents will be given continued entitlement letters for the current year of instruction. These letters will be collected by the ENL teacher. The entitlement letter records, the Parent Survey and the Program Selection forms are given to the school secretary and secured in the main office.

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

The school will send out a letter of entitlement of ELL status notification within 5 days letting the parents know the results of the assessment. The letter will indicate that they have the right to appeal the ELL status and placement within 45 days of enrollment.

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.

Entitlement letters are sent out to the parents once students are identified as English Language Learners. The time and date of the parent orientation are included in the entitlement letters. Once they arrive at the school, parents are given brochures and visual information about TBE, Dual Language, and Free Standing ESL programs that are provided by the New York City Department of Education. Parents are allowed time to ask questions and clarify the information. After the parent orientation ends, parents are instructed to fill out the Parent Survey and Program Selection forms. If a parent is unable to fill out these forms at that time, they have the opportunity to bring in the forms the following day along with their child. At the beginning of each year, parents will be given continued entitlement letters for current year instruction. These letters will be collected by the ENL teacher.

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.

To ensure that Parent Surveys and Program Selections forms are returned in a timely manner. The ENL teacher back packs notices in the child's language to the parent. Phone calls are made by the parent coordinator. If the forms are still not returned, the ENL will meet with the parent during arrival or dismissal times.

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

The school monitors the Parent Survey and Program Selection through written notification and follow-up phone calls.

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

School ensures that placement parent notification letters are distributed during the parent orientation session and tracked with the sign in attendance.

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

All ELL documentation is placed in labeled folders and stored in the record room in the main office.

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.

When a student is placed in a language program, that student is administered the New York State English as a Second Language Assessment Test (NYSESLAT) every Spring. If the student tests to proficiency (P) level on the NYSESLAT, he/she will no longer need to receive ESL services. If the student does not achieve proficiency (P) on the NYSESLAT, he/she will remain in their selected ESL program every year until he/she achieves proficiency on the NYSESLAT. Once the student is identified as an ELL student, the school secretary inputs the necessary codes into the ATS system. The RLER report is generated to verify the students who are eligible for testing. All children who are serviced in ESL will be scheduled for the NYSESLAT accordingly. The speaking portion is done on an individual basis. The listening, reading, and writing sections are done as a group. A schedule is in place to ensure each child has the allotted time. Absentees are tested if allowable by the end of the cut off date.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

The school ensures that continued entitlement and transitional support parent notification letters are both sent home in student folders and a copy is mailed to the home.

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).

A review of the Parent Survey and Program Selection forms over the past few years indicate a trend that parents have chosen the Freestanding ESL program. All 39 Parents have chosen Freestanding ESL, which happens to be the only option available at this time.

## 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.
    - a. The school currently uses the standalone/integrated organizational models for ESL; as well as Co-Teaching and Collaborative teaching. During the standalone model, students travel in groups, according to their proficiency levels, for instruction in a separate location.
    - b. During the integrated model, the ENL teacher works with ELLs during literacy and math instruction blocks, in collaboration with the general education classroom teachers to provide language acquisition and vocabulary support. The ENL teacher plans during common prep time with classroom teachers to address the needs of ELLs. Students work in pairs based on language proficiency, and during small groups, the ENL teacher emphasizes the same strategies that are being taught in the classroom. ESL strategies such as total physical response, and whole language are used to help children gain both fluency and comprehension in the English language. In conjunction with helping the advancement of the children's oral expression, the teacher often reads aloud to the students and gives them opportunities to respond to literature through writing and drawing. Students' native language is used as an asset. During standalone ENL, students are grouped homogeneously according to level or need for English-acquisition-focused instruction.
  - b. TBE program. *If applicable.*  
Paste response to questions here:
  - c. DL program. *If applicable.*  
Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

The ENL teacher provides services for Entering and Low Emerging ELL students for 8 periods per week at 45 minutes per period for a total of 360 minutes per week. The Transitional and Expanding ELL students are serviced for 4 periods per week at 45 minutes per period for a total of 180 minutes per week.
3. Describe how 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.

In literacy, math, social studies, and science, vocabulary development is a major focus. All ELL students' mandated minutes are divided equally between stand-alone and integrated instruction. Dependent upon the content area in which the ENL teacher pushes in, the students are supported as they breakdown the actual language of the given text, activity or task of the day and begin with vocabulary and visual arts. Also, ELLs are given an opportunity to participate in peer tutoring within the classroom. Beginners team up with more advanced ELLs to exchange ideas and reach an understanding of the concept(s) taught. Math manipulatives such as counters, chips, and interactive technology programs are readily available and often used in every content area. Whenever possible, demonstrations of the lesson help ELLs understand and participate in group discussions, eventually guiding them into broader, whole class discussions and accountable talk, where ELLs can move around and interact with other students. The ENL teacher also uses instructional strategies and methods such as movement, music, technology, drama, and TPR to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standard.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Students taking the New York State Exam are given the document in their native language as a support tool. If a student is unable to complete the NYSITELL he/she is given the Spanish Lab. The Lab is available for our Spanish speaking students. When necessary a Spanish speaking translator is provided.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Writing is done through school-wide prompts. Reading is evaluated through Fountas and Pinnell assessments. Speaking and listening are evaluated through beginning, middle and end teacher-made assessments that are aligned to CCLS and ESL standards. Evaluation is also done through ELL-Periodic Assessment.
6. How do you differentiate instruction for 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

ReadyGen and GoMath provides differentiated instruction for ELLs. Additional strategies are found in the supplemental handbook resource guides for teachers. Long-term ELLs continue to receive Tier II instruction for up to two years or as long as needed. Former ELLs will receive services for 2 years after reaching the proficient/commanding level.

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

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

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

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

7. 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?

There are a variety of strategies used to accelerate English language development. The ENL teacher provides extra support using visuals, Total Physical Response (TPR), Kinesthetic learning, and the Sheltered Instructional Observation Protocol (SIOP) Method. Age appropriate materials from the ESL teacher as well as the school library are available for planning and instruction lessons aligned to CCLS. All teachers will be trained in using the Universal Design Language model as well as the use of ESL strategies to incorporate in planning lessons. All classroom teachers will also incorporate accountable talk, technology, and will utilize the following intervention programs: Foundations, Elements of Vocabulary, Fountas and Pinnell Intervention System to support student needs. ESL students use the technology program Imagine Learning for additional support.

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?

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

Chart

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

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

| ENGLISH PROFICIENCY LEVEL  | ENTERING (Beginning)                                  | EMERGING (Low Intermediate)   | TRANSITIONING (Intermediate)  | EXPANDING (Advanced)  | COMMANDING (Proficient)   |
|--|---|---|---|---|---|
| ENL INSTRUCTIONAL TIME (MINIMUM)   | 2 units of study <i>per week</i> (360 min.)           | 2 units of study <i>per week</i> (360 min.)   | 1 unit of study <i>per week</i> (180 min.)  | 1 unit of study <i>per week</i> (180 min.)                  | Former ELLs must continue to receive services for an additional two years                                     |
| STAND-ALONE ENL  | 1 unit of study in ENL (180 min.)                     | .5 unit of study in ENL (90 min.)   |   |   |   |
| INTEGRATED ENL   | 1 unit of study in ENL/ELA (180 min.)                 | 1 unit of study in ENL/ELA (180 min.)   | .5 unit of study in ENL/ELA (90 min.)   | 1 unit of study in ENL/ELA or other Content Area (180 min.) |   |
| FLEXIBILITY  |   | .5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.) | .5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)   |   | .5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services* |
| TOTAL  | 360 minutes per week                                  | 360 minutes per week  | 180 minutes per week  | 180 minutes per week  |   |
| STAFFING/ PERSONNEL  | <u>STAND-ALONE ENL</u><br>K-12 Certified ESOL teacher |   | <u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u><br>ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications<br><u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u><br>A certified ESOL teacher and a K-6 certified elementary school teacher<br>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.



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

Chart

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

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

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

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

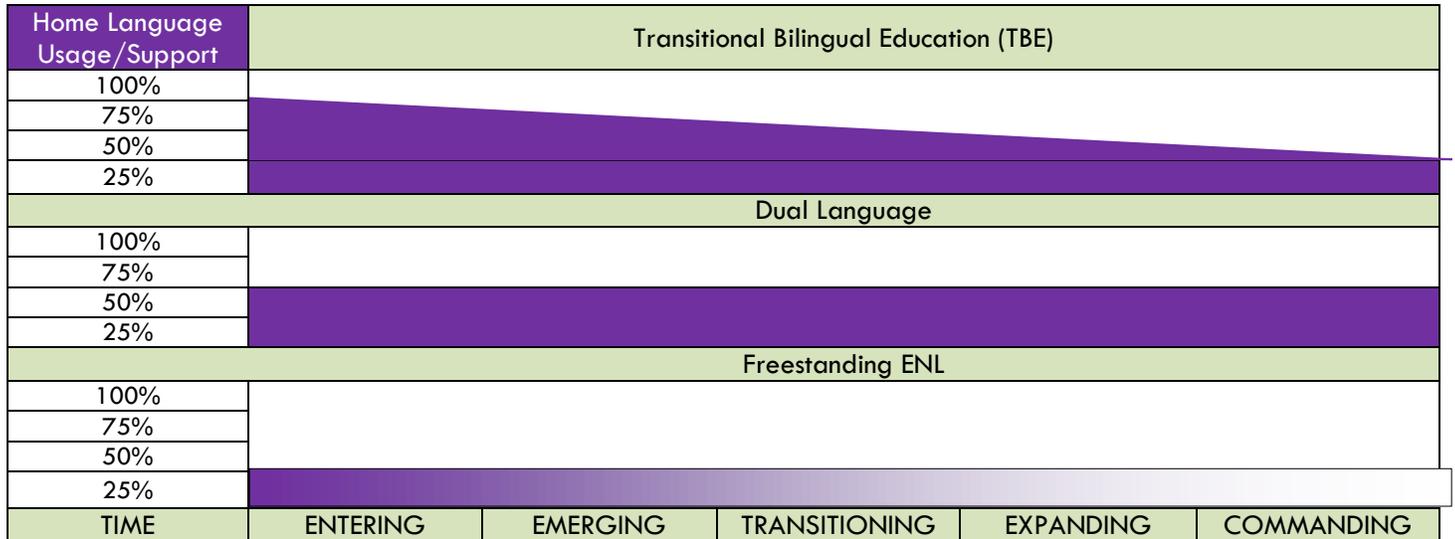


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.  
Our online Math program is Mathletics. It provides an initial diagnostic of our targeted ELL students. This program puts each child on an individual program and tracks their progress to strengthen their skills. Students use this program during small group/individual instruction time. They can also access this program at home. Our social studies and science programs are intergrated into the literacy block. Students can access science and social studies content information through Pebblego and PebbleNow on- line programs. These programs offer audio and pictures to support comprehension and vocabulary development.Vocabulary support and pre-teaching is provided by the ESL teacher. In addition, our ESL teacher provides standalone/integrated services to address student needs in the content areas. Classroom teachers provide supplemental math support using "Rhymes and Times" to build math vocabulary and fluency. Visuals are also used when needed along with manipulatives to support students in grasping concepts in the content area. Technology is used to help reinforce and practice concepts. We also incorporate Imagine Learning English, Raz-Kids and Great Leaps to increase reading ability and fluency.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
All teachers are aware of both ELLs and FELLs. The effectiveness of our current ReadyGen program and GoMath are still being monitored because they are new. However, the benchmark assessments and cumulative end of the year assessment is being used to determine the growth of our ELLs in content and language development. Students are supported in content area, language, and vocabulary instruction with pre-teaching strategies and small group activities
12. What new programs or improvements will be considered for the upcoming school year?  
In the year 2015-2016, we will be implementing several online student programs to support student achievement. Namely Raz-Kids, Imagine Learning English and Access Code, Mathletics,and FastFoward. There will be an after-school program that will provide additional help in listening, speaking, reading, and writing in English. Parent workshops will be held to help ELL parents support their children in their academic growth. Adult ESL classes will be held periodically to enable parents to learn about and utilize strategies to help their children at home.
13. What programs/services for ELLs will be discontinued and why?  
Currently there are no programs that will be cancelled.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
All students are provided with music, drama, dance, art, physical education, technology, and academic suppport during the day through an intervention/enrichment period. All ELL students are programmed for these courses and are encouraged to participate in all school-wide programs during and after school.
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.  
We are currently using ReadyGen and GoMath along with FOSS, Harcourt science and social studies, Foundations, Jolly Phonics, Elements of Vocabulary, Rhymes and Times, Starfall, Imagine Learning English, and Thinking Maps. Each of these programs come with tiered support which will benefit our ELLs.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Although the primary language spoken in ESL is English, the students receive and also use books on tape, literature in their native language, and interactive English/Spanish books. Students and staff support non-English speaking students.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
Based on beginning, middle, and end of the year data, ELL students are grouped according to age to address their social and emotional needs. ELL students are grouped both homogeneously and heterogenously according to their grade level skills, and CCLS to address their academic needs.
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).  
Each year, a parent and student orientation and open house is scheduled for newly enrolled ELL students before the beginning of the school year. In the beginning of the school year and when necessary, all parents of ELL students meet with the ENL teacher and are introduced to the staff and take a tour of the school. Workshops are also given to parents of ELLs' for support.
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)?

n/a

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

Teachers will also engage in Inquiry Work to analyze data from our ELL subgroups to determine their progress along the CCLS continuum. Teachers will receive professional development based on the formative assessments to move students along the CCLS continuum to ensure students are meeting and exceeding grade level standards. The ENL teacher also attends monthly meetings facilitated by the Regional Field Support Center and District 27.
  3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

The guidance counselor will provide staff with the professional development and resources to assist ELLs as they transition into middle school. She will also coordinate the Middle School Choice process. The guidance counselor will conduct information meetings with both the students and parents separately to share information. Translation will be provided as needed. The Regional Field Support Center and District 27 will provide professional development to support the guidance counselor. The guidance counselor will turn-key all information.
  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.
4. During grade team meetings each month, as well as Professional development sessions on Mondays, strategies will be shared by the ENL teacher to address topics including interpreting NYSESLAT data, literacy, math, and writing based on informal and formal assessments. Teachers and Paraprofessionals can also access additional information from the Master Teacher/ParaEducator on-line professional development program to learn more strategies to support ELLS. A record of teachers/paraprofessionals' participation/attendance will be maintained in main 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?

On Tuesdays, parental involvement time is used to meet with parents to discuss goals, language development, language proficiency assessment results and language development needs in content areas. Parent workshops' are also held to share information and strategies with parents of ELLs to support their children at home.

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. Parents are encouraged to participate in our monthly home-school projects, monthly events, as well as our community service projects, trips, Guest Reader Fridays, cultural celebrations and other parents volunteer opportunities. Teachers provide professional development to parents, enabling them to assist with special projects. Parents are also invited to share their language and culture during school activities.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? P.S.273 partners with Generation On. This helps our students grow and become involved in community learning projects. The Parent Coordinator and Social Worker provide workshops for all parents, including ELL parents. Topics include: Help Your Child to do Math, Help Your Child to Write, Bookmaking, Positive Discipline, Holidays Around the World. The purpose of these workshops is to offer simple activities for parents to use at home as they support their children's learning.

5. How do you evaluate the needs of the parents? The Parent Coordinator's role is to bridge the gap between home and school. Our Parent Coordinator serves as a liaison between the principal, staff and parents. She provides resources and workshops to ensure that our parents are informed about our vision, mission, and school community events and how they can best support their child. The needs of parents are assessed through workshops, continuous communication, parent surveys (beginning of the year, school environment survey and end of the year surveys), and PA Meetings that are held on a monthly basis. We also host many school community events in which parents are encouraged to participate.

6. How do your parental involvement activities address the needs of the parents? P.S.273 partners with Generation On. This helps our students grow and become involved in community learning projects. The Parent Coordinator and Social Worker provide workshops for all parents, including ELL parents. Topics include: Help Your Child to do Math, Help Your Child to Write, Bookmaking, Positive Discipline, Holidays Around the World. The purpose of these workshops is to offer simple activities for parents to use at home as they support their children's learning. Translation is always provided when needed for any school functions.

### 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:



| 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) |
| Brenda Ward   | Principal   |               | 10/30/15        |
|   | Assistant Principal                                   |               | 1/1/01          |
|   | Parent Coordinator                                    |               | 1/1/01          |
| Renee Palermo   | ENL/Bilingual Teacher                                 |               | 10/30/15        |
|   | Parent  |               | 1/1/01          |
| Joycelyn Sampson  | Teacher/Subject Area                                  |               | 10/30/15        |
|   | Teacher/Subject Area                                  |               | 1/1/01          |
|   | Coach   |               | 1/1/01          |
|   | Coach   |               | 1/1/01          |
| Amy Coyle   | School Counselor                                      |               | 10/30/15        |
| Mary Barton   | Superintendent  |               | 10/15/15        |
|   | Borough Field Support<br>Center Staff Member<br>_____ |               | 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: **27Q273** School Name: **P.S. 273**  
Superintendent: **Mary Barton**

### Before you begin, please check the following:

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

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

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

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

---

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

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

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.

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

## **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.)

If the need for translation in a language other than English is identified during school year, where possible we download the available standardized translations from the DOE website as well as utilize our school staff to translate documents. We will also seek to use the Translations and Interpretations Unit to translate any communications that are being sent home by the school into the required language. Welcome letters, Family Handbooks and the Bill of Rights and Responsibilities in addition to the Common Core Learning Standards have been provided in the preferred languages of our parents at the beginning of the school year. Throughout the school year, all communication with parents are provided, particularly in Spanish - including letters (regarding health, safety, disciplinary matters, public school entitlements, special education and ELL-specific placement letters, etc.), monthly newsletters, event flyers, 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.

In addition to Parent Association Meetings and Parent Workshops, teachers communicate with parents on a regular basis to keep parents abreast of student progress. Every Tuesday teachers are provided with Parent Engagement Time as per the UFT Bargaining Agreement to communicate with parents face to face or by telephone. Our Curriculum Night will occur as follows: Thursday, September 17<sup>th</sup> ; Parent-Teacher Conferences will occur as follows: Thursday, November 5, Thursday, March 3, and Thursday, May 12.

## **Part C: Providing Language Assistance Services**

---

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

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

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.

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

#### **Part D: Training Staff on Policies and Procedures**

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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.)

At the beginning of each school year, during our September staff meetings, the documents contained in the Language Access Kit that is provided by the Translation and Interpretation Unit will be distributed to all staff members to proactively help them address any language barriers that may arise. These resources include: the language identification guide and the info card that would enable staff members to access an over-the-phone interpreter. This information will also be included in the school leader's September Staff Notes, and reminders will be recorded in monthly bulletins before each Parent/Teacher Conference meeting held in November, March, and May.

#### **Part E: Providing Notice of Language Assistance Services**

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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

To fulfill the parental notification requirements for translation and interpretation services, in addition to posting the information indicated on the checklist listed above in prominent locations upon entry into the school and in the main office, this information will be shared with parents during all parent meetings held in September (i.e., Parent Association, Curriculum /Meet the Teacher Night/Parent Engagement Meetings with teachers) and on an as needs basis.

#### **Part F: Monitoring and Quality Control**

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

Each year we solicit feedback from parents on the quality of our services via parent surveys twice a year (November and May). Included in the survey are questions related to their satisfaction with the translation and interpretation services provided.