



P.S. 274 KOSCIUSKO

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 274 KOSCIUSKO
ADDRESS: 800 BUSHWICK AVENUE
TELEPHONE: 718-574-0273
FAX: 718-574-1059

TABLE OF CONTENTS

*As you develop your school's CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

SECTION I: SCHOOL INFORMATION PAGE	3
SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE	4
SECTION III: SCHOOL PROFILE.....	5
Part A. Narrative Description	5
Part B. School Demographics and Accountability Snapshot.....	6
SECTION IV: NEEDS ASSESSMENT	10
SECTION V: ANNUAL SCHOOL GOALS.....	11
SECTION VI: ACTION PLAN	12
REQUIRED APPENDICES TO THE CEP FOR 2009-2010	13
APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM	14
APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)	17
APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION	24
APPENDIX 4: NCLB REQUIREMENTS FOR ALL TITLE I SCHOOLS	26
APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, AND RESTRUCTURING	30
APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....	32
APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)	33

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 333200010274 **SCHOOL NAME:** P.S. 274 Kosciusko

SCHOOL ADDRESS: 800 BUSHWICK AVENUE, BROOKLYN, NY, 11221

SCHOOL TELEPHONE: 718-574-0273 **FAX:** 718-574-1059

SCHOOL CONTACT PERSON: Maritza Ollivierra-Jones **EMAIL ADDRESS:** Mollivi@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Michelle Cordero

PRINCIPAL: Maritza Ollivierra-Jones

UFT CHAPTER LEADER: Helene Loomis

PARENTS' ASSOCIATION PRESIDENT: Carmen Vasquez

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 32 **CHILDREN FIRST NETWORK (CFN):** Network 307

NETWORK LEADER: ADA ORLANDO/Tatyana Ulubabova

SUPERINTENDENT: LILLIAN DRUCK

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Maritza Ollivierra-Jones	Principal	
Barbara Hubert	UFT Member	
Helene Loomis	UFT Chapter Leader	
Michelle Cordero	UFT Member	
Carmen vasquez	PTA President	
Maria Solis	Parent	
Brenda Sanchez	Parent	
Monica Barzola	Parent	
Marina Sanchez	Parent	
Aimee Perez	Admin/CSA	

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

P. S. 274 School Mission Statement

Through the collaborative effort of parents, teachers and staff at P.S. 274, our students are educated to become leaders, problem solvers and critical thinkers. Instruction based on the highest academic standards will provide the foundation for each individual student's success. This vision will be achieved in an enriched, nurturing environment. This culture of mutual support and respect for the individual, cultivates socially responsible and self confident students ready to become productive members of the global community.

Narrative

P.S. 274 is an elementary school that was rated well-developed on our last Quality Review. We received an A rating on our New York City Progress Report for the 2009-2010 school year.

At P.S. 274 we work on a continuous basis to provide an engaging and challenging learning environment for its students. What makes P.S. 274 distinctive is the collegial climate between school leaders, staff, parents and students that results in a concerted effort to promote the success of every individual student. The administration and staff demonstrate their commitment to achieving success for all students by developing annual school goals based on the most current school data. We continue working and planning collaboratively, meeting regularly and constantly engaging each other in a professional dialogue that focuses on how to improve student learning. New teachers are welcomed and supported by veteran teachers and administration, leading to greater staff stability. We have a diverse community with students coming from many countries including Puerto Rico, Ecuador, Mexico, Dominican Republic, China, Bangladesh and Tibet.

The school provides many opportunities for collaboration between parents and staff. There are monthly PTA and School Leadership Team meetings. Workshops are provided by the Parent Coordinator, the PTA, selected staff and community based organizations. The PTA works closely with the staff to organize, implement and facilitate expanded parental involvement activities. The school also works closely with its outside support organizations. Their efforts include the creation of a new community playground and a state of the art Library Media Center.

We strive to be a positive force in the community by sponsoring various workshops, and hosting festivals. At P.S. 274, we enjoy collaborations with several Community Based Organizations such as the Woodhull Hospital's Asthma Project, The Coalition for Hispanic Family Services, The Trust for Public Land, Robin Hood Initiative, NY Cares and others. These programs provide services and opportunities that address the academic, social and health needs of our community. Through the Woodhull Hospital Asthma program our students have direct access to asthma screening services. Through Penny Harvest and City Harvest, our students learn about the importance of giving back to their community. They donate food through City Harvest and their pennies go to the less fortunate through Penny Harvest. P.S. 274 has an established a partnership with several non-profit

organizations. At P.S. 274 we enjoy a partnership with Children for Children, who provide Grow Involved Kits to our students. By using the materials from these kits, our students learn how to “grow involved” with their community and give back to those in need. At P.S. 274 we work with a wide variety of collaborations and partnerships as well as an engaging and stimulating environment which prepares our students to be the leaders of tomorrow.

One way that P.S. 274 fosters academic success is by exposing students to the Arts. Students participate in our school choir, Music and the Brain, and our Visual Arts program. Our Visual Training Strategies program (VTS) helps develop students’ verbal and written communication skills as well as their critical thinking ability. We also staff a licensed art teacher that aligns her program to curriculum from all grades. We are also committed to educating our students on making healthier choices for their own well being. As a result, we have been awarded two grants that focus on health and nutrition. Through the State Education Department’s Fresh Fruit and Vegetable Program (FFVP) grant our students are provided with their own individually wrapped fruits and/or vegetables on a daily basis. In addition, through the Cookshop Program our students are involved in interactive activities that address cooking, food preparation, the six basic food groups, the dangers of high-sugar diets and more. Our school has also initiated the Mighty Milers program which is a school and community based program that instills the healthy habits of becoming and sustaining a physically fit life.

P.S. 274 is also providing students with the opportunity to enhance their social skills and build self-regulation skills that will help them become responsible and conscientious members of our school community through our Positive Behavior Intervention System (PBIS) called CHAMPS. In addition, students can become members of programs that foster leadership skills such as the Student Council and the Student Safety Patrol. Through the Student Council students are expected to meet formally to discuss any issues or concerns and give input on special programs, activities or projects. Student Safety Patrol members are a group of fifth grade volunteers who model appropriate behavior for younger students while in the hallway. The Student Safety Patrol members are stationed at various areas of the hallway and remind students to walk properly in the hall and follow the CHAMPS rules.

A newly developed Fifth Grade Academy has been designed to better prepare students for middle school and beyond using a departmentalized approach. Students travel with their homeroom class to receive content area instruction with a different teacher. This teaches our students to be responsible for their own materials and assignments as well as exposes them to middle school schedule.

Our school is also in the beginning phase of rolling out the Common Core Standards to our school community. A team has been established for this purpose comprised of an administrator, a coach and two classroom teachers. We are working closely with Common Core Standards specialists from the Children’s First Network #307. A Common core Standards Action Plan has been established and is updated when necessary describing our plan of action, constituents, timing, measures and expected outcomes.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		P.S. 274 Kosciusko								
District:		32	DBN #:		32K274	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<input checked="" type="checkbox"/> Pre-K	<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	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		54	53	53			90.6	92.1	TBD	
Kindergarten		98	104	94						
Grade 1		123	114	109	Student Stability - % of Enrollment:					
Grade 2		136	116	109	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		128	123	115			89.8	92.15	TBD	
Grade 4		125	128	125	Poverty Rate - % of Enrollment:					
Grade 5		142	119	125	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 6		0	0	0			98.5	97.8	96.6	
Grade 7		0	0	0	Students in Temporary Housing - Total Number:					
Grade 8		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 9		0	0	0			10	104	TBD	
Grade 10		0	0	0	Recent Immigrants - Total Number:					
Grade 11		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 12		0	0	0			10	11	17	
Ungraded		4	1	6	Special Education Enrollment:					
Total		810	758	736	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
							10	11	17	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		45	47	51	Principal Suspensions		24	15	TBD	
# in Collaborative Team Teaching (CTT) Classes		7	11	12	Superintendent Suspensions		14	9	TBD	
Number all others		26	33	19	Special High School Programs - Total Number:					
<i>These students are included in the enrollment information above.</i>					<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment:					CTE Program Participants		0	0	0	
<i>(BESIS Survey)</i>					<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		52	33	18						

# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	100	95	112	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	1	4	8	Number of Teachers	69	65	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	17	14	TBD
				Number of Educational Paraprofessionals	4	5	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	69.6	81.5	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	43.5	56.9	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	78	82	TBD
American Indian or Alaska Native	0.4	0.4	0.5	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	85.1	86.9	TBD
Black or African American	18.5	17.4	16.3				
Hispanic or Latino	77.5	78.2	78				
Asian or Native Hawaiian/Other Pacific Isl.	1.6	1.7	3.3				
White	2	2	1.4				
Multi-racial							
Male	52.4	53.6	53				
Female	47.6	46.4	47				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2 Basic <input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>					
Comprehensive <input type="checkbox"/> Focused <input type="checkbox"/>							
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	X			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	√	√	-				
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	X	√	-				
Limited English Proficient	Ysh	√	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	5	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	79.8	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	10	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	17.2	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	44.3	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	8.3	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

We at P.S. 274 use a variety of methods to review the school's programs and student achievement. We review our school goals which were based on our NYS School Report Card and NYC Progress Report. Test scores, attendance rates, along with parent, staff and student surveys were examined. The needs assessment includes a review of the following data sources listed below.

NYS Report Card 2009
NYC Progress Report
NY START reports
ARIS reports
NYS Tests
NYSESLAT
Rigby Running Records
Early Childhood Literacy Assessment System (ECLAS-2)
NYC Periodic Assessments
Content Area Benchmarks
Formal/Informal Observations
Student Observations/Conference Notes
Student Portfolios
AIS/PPT documentation
ATS Reports
Environment Survey
Alternative Assessment Instruments

Our ELL subgroup met their AYP on the **2009** NYS ELA through safe harbor. Our SWD subgroup did not meet their AYP on the NYS ELA which designated our school an accountability status of SINI Year 2-Basic. Our effective AMO for the SWD subgroup was 129 but our performance index was 95 leaving a gap of 34. On the **2010** NYS ELA, our SWD subgroup made their AYP and our ELL subgroup made AYP using safe harbor. This places our school in a holding pattern for SINI Year 2-Basic.

Performance trends

There was an increase of 3% in level 3's during these years and the % of level 4's remained the same. In 2010, due to the adoption of the new College and Career Readiness anchor standards, fewer students met or exceeded the standard set for proficiency. As a result, there was an increase of 15% in level 1's, an increase of 9% in level 2's and a decrease of 26% in level 3's. There was an increase of 3% in level 4's.

In 2009, 62% of our 3rd grade ELLs scored Level 2.

In 2010 52% scored Level 2, a decrease of 10%.

In 2009, 65% of our 4th grade ELLs scored Level 2.

In 2010 58% scored Level 2, a decrease of 7%.

In 2009, 71% of our 5th grade ELLs scored Level 2.

In 2010, 43% scored Level 2, representing a 28% drop.

6 students (8.5 %) scored a Level 1

47 students (66.2%) scored a Level 2

18 students (25.4%) scored a Level 3

No students (0%) scored a Level 4

23 students (33.8 %) scored a Level 1

35 students (51.5%) scored a Level 2

10 students (14.7%) scored a Level 3

No students (0%) scored a Level 4

The following NYS ELA performance is disaggregated by grade levels:

In 2009 17% of the 3rd grade ELLs scored Level 1. In 2010, 33% of our 3rd grade ELLs scored Level 1, an increase of 16%. In 2009, 21% of our 3rd grade ELLs scored Level 3. In 2010, 14% of our 3rd grade ELLs scored Level 3, a decrease of 7%.

In 2009, 9% of the 4th grade ELLs scored Level 1. In 2010, 23% of the 4th grade ELLs scored Level 1, and increase of 14%. In 2009, 26% of 4th grade ELLs scored Level 3. In 2010, 19% of our 4th grade ELLs scored Level 3, a decrease of 7%.

In 2009, 0% of the 5th grade ELLs scored Level 1. In 2010, 48% of our 5th grade ELLs scored Level 1, an increase of 48%. In 2009, 29% of 5th grade ELLs scored Level 3. In 2010, 10% of our 5th grade ELLs scored Level 3, a decrease of 19%.

13 students (28.9 %) scored a Level 1

24 students (53.3%) scored a Level 2

8 students (17.8%) scored a Level 3

No students (0%) scored a Level 4

11 students (30.6 %) scored a Level 1

21 students (58.3%) scored a Level 2

4 students (11.1%) scored a Level 3

No students (0%) scored a Level 4

There were no students performing at level 4 during that time period.

There was an increase of 9% in level 4's during these years. In 2010 due to the adoption of the new College and Career Readiness anchor standards, fewer students met or exceeded the standard set for proficiency. As a result, there was an increase of 4% in level 1's, an increase of 35% in level 2's and a decrease of 33% in level 3's. There was a decrease of 6% in level 4's.

4 students (5.3 %) scored a Level 1

8 students (10.7%) scored a Level 2

54 students (72.0%) scored a Level 3

9 students (12.0%) scored a Level 4

9 students (12.3 %) scored a Level 1

41 students (56.2%) scored a Level 2

18 students (24.7%) scored a Level 3

5 students (6.8%) scored a Level 4

The following NYS Math performance is disaggregated by grade levels:

In 2009 4% of the 3rd grade ELLs scored Level 1. In 2010, 14% of our 3rd grade ELLs scored Level 1, an increase of 10%. In 2009, 4% of our 3rd grade ELLs scored Level 2. In 2010, 59% of our 3rd grade ELLs scored Level 2, an increase of 55%. In 2009, 82% of our 3rd grade ELLs scored Level 3. In 2010, 23% of our 3rd grade ELLs scored Level 3, a decrease of 59%. In 2009, 11% of our 3rd grade ELLs scored Level 4. In 2010, 5% of our 3rd grade ELLs scored Level 4, a decrease of 6%.

In 2009, 5% of the 4th grade ELLs scored Level 1. In 2010, 4% of the 4th grade ELLs scored Level 1, a decrease of 11%. In 2009, 14% of 4th grade ELLs scored Level 2. In 2010, 56% of our 4th grade ELLs scored Level 2, a decrease of 42%. In 2009, 73% of 4th grade ELLs scored Level 3. In 2010, 26% of our 4th grade ELLs scored Level 3, a decrease of 47%. In 2009, 9% of 4th grade ELLs scored Level 4. In 2010, 15% of our 4th grade ELLs scored Level 4, an increase of 6%.

In 2009, 8% of the 5th grade ELLs scored Level 1. In 2010, 21% of our 5th grade ELLs scored Level 1, an increase of 13%. In 2009, 15% of 5th grade ELLs scored Level 2. In 2010, 54% of our 5th grade ELLs scored Level 2, an increase of 39%. In 2009, 62% of 5th grade ELLs scored Level 3. In 2010, 25% of our 5th grade ELLs scored Level 3, a decrease of 37%. In 2009, 15% of 5th grade ELLs scored Level 4. In 2010, 00% of our 5th grade ELLs scored Level 4, a decrease of 15%.

6 students (14.3 %) scored a Level 1
10 students (23.8%) scored a Level 2
24 students (57.1%) scored a Level 3
No students (0%) scored a Level 4

7 students (19.4 %) scored a Level 1
16 students (44.4%) scored a Level 2
13 students (36.1%) scored a Level 3
No students (0%) scored a Level 4

There were no students performing at level 4 during 2008 and 2010. In 2009, 4.8% of the SWD subgroup performed at level 4.

Our attendance data showed there was an increase in student attendance from 90.6% in 2008 to 91.9% in 2010.

The median growth percentile for 09-10 was 67.0 in the area of Math.

- 80% of Kindergarten students were reading on or above grade level in 2008-2009
- 38% of Kindergarten students were reading on or above grade level in 2009-2010
- 59% of Grade 1 students were reading on or above grade level in 2008-2009
- 60% of Grade 1 students were reading on or above grade level in 2009-2010
- 65% of Grade 2 students were reading on or above grade level in 2008-2009
- 33% of Grade 2 students were reading on or above grade level in 2009-2010

Greatest Accomplishments

- Significant growth in staff's content based mathematical knowledge
- Increase in parent involvement as seen in an increase in attendance at family events and an increase in parent survey responses
- Professional Development is facilitated by staff members at all levels of the organization, thereby building capacity within the school
- The Balanced Literacy Model continues to be implemented in all classrooms
- Teachers are planning for differentiated instruction based on their most recent data
- All classroom teachers have three common preps to allow time for common planning and professional development
- Grade leaders meet bi-monthly with the Instructional Cabinet
- ESL teacher cohort share one common prep each week to share best teaching practices and modify curriculum

- SWD teacher cohort share one common prep each week to share best teaching practices and modify curriculum
- Articulation between classroom teachers and service providers through the use of technology
- Our playground funded by Trust for Public Land continues to enhance the physical and mental well being of all of our students
- The state of the art library media center provides technological and academic support to our school community
- In addition we received extra credit for proficiency for Special Education students in Math.

Significant Aids

- Early intervention in the lower grades to monitor students not meeting grade standards and provide instructional support
- School funding to lower class sizes has allowed the staff to better meet the individual academic needs of all students
- ELA team teaching periods provided by support staff for ESL and Sp Ed classes
- SES program (BELL) provides additional academic and social emotional support to a large majority of our students

Significant Barriers to the school's continual improvement

- Students In Transitional Housing (SITH) and children involved in Administration of Children's Services (ACS) cases that require additional academic and emotional support
- Chronic Asthmatics resulting in high absentee rates for these students
- Transient nature of a high percentage of students in the SWD subgroup, which does not allow consistency in their academic experience
- The need for increased teacher knowledge of instructional implications of data regarding SWD and ELL students
- Difficulty finding experienced, certified SWD and ELL teachers
- High absence rate of SWD students due to the fact that we are not their zoned school
- Lower enrollment of SWD students in after school activities due to the fact that many of them are bused

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
By June 2011, Students With Disabilities will demonstrate progress towards achieving State Standards as measured by a 3% increase in students scoring at Level 3 and 4 on the NYS ELA assessment.	<input type="checkbox"/> After conducting our needs assessment, the SLT found that the SWD student group has underperformed all other subgroups for the past three years. As a result, we have made progress for our SWD subgroup a priority goal for the 2010-2011 school year.
<input type="checkbox"/> By June 2011, English Language Learners will demonstrate progress towards achieving State Standards as measured by a 5% increase in students scoring at Level 3 and 4 on the NYS ELA assessment.	<input type="checkbox"/> After conducting our needs assessment, the SLT found that the ELL student group has underperformed all other subgroups for the past three years. As a result, we have made progress for our ELL subgroup a priority goal for the 2010-2011 school year.
<input type="checkbox"/> By June 2011, 90% of teachers (27 out of 30) in grades K-5 will demonstrate understanding/knowledge of implementing common core standards	<input type="checkbox"/> In an effort to ensure that our students meet the new College and Career Readiness Anchor Standards, increasing teacher content knowledge about the standards is being made a priority goal.
<input type="checkbox"/> By June 2011, 85 % of teachers, (41 out of 48), will be involved in inquiry work focusing on providing support for social, emotional and academic growth	<input type="checkbox"/> We also found that our teachers need to focus more on the social and emotional aspects of our students based on our in-house review. The criteria for our in-house review was guided by the Quality Review rubric for 2009-2010.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject Area

(where relevant) : _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, Students With Disabilities will demonstrate progress towards achieving State Standards as measured by a 3% increase in students scoring at Level 3 and 4 on the NYS ELA assessment.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> · Professional development will be provided by the literacy coaches and SETTS coordinator to staff on differentiated instruction that addresses the needs of students with IEPs · Teachers under the guidance of the SETTS coordinator, will use SWD strategies in their daily lessons to support student learning as identified and recorded in the school’s SWD handbook · “My Sidewalks”, an intensive research based reading program will be used during the literacy block to accelerate the reading development of students in self contained classrooms · Professional Development will be provided by Reading Street “My Sidewalks” facilitator emphasizing strategies that meet the needs of students with disabilities · Professional Development will be provided by Literacy Coaches to continue the successful implementation of “My Sidewalks” · Weekly professional development provided to teachers of self contained students throughout the year by the SETTS coordinator on how to embed SWD strategies into curriculum maps · Special Education study group where best practices are discussed and turn-keyed · Inquiry groups focusing on academic as well as the social and emotional needs of Students with Disabilities · Academic intervention and instructional support staff will be utilized to help support the needs of SWD students as well as the classroom teacher · Progress will be monitored throughout the year through analysis of in-house data as well as data available on ARIS facilitated by teacher team planning meetings, data meetings with

	<p>the principal and Action Plans</p> <ul style="list-style-type: none"> · “Visual Thinking Strategies” a research-based teaching method that improves critical thinking and language skills is implemented in classrooms throughout the school year · Interactive white boards have been purchased for all self contained classrooms to enhance instruction in all subject areas · Professional Development will be provided for classroom teachers as well as other support staff on using and integrating interactive white boards as well as other forms of technology in the classroom · SES afterschool as well as home tutoring programs are offered to all Students with Disabilities
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>Contract for Excellence funding Title I Part A funds IDEA SINI funds NYSTL Tax Levy Title II Part A Title III Part A</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Evidence</p> <ul style="list-style-type: none"> · Professional Development agendas with attendance—ongoing year-long · Lesson plans reflecting SWD strategies—ongoing year-long · My Sidewalks interval assessments—bimonthly · My Sidewalks curriculum maps- bimonthly · Gains will be reflected on the At a Glance spreadsheet compiling student progress on a variety of assessments –updated 3 times a year · SWD meeting agendas-two times a month · Coach’s monthly logs of classroom visits with immediate articulation · ELA Instructional Action Plans- bimonthly with periodic review · Analysis of student running records assessments-three times a year · Data from ARIS, Running Records and teacher created rubric and assessments—ongoing year-long · Administrative weekly walkthroughs · Visual Thinking Strategies writing samples- bimonthly

	<ul style="list-style-type: none"> · IEP's – annually with periodic progress reports · SES program attendance and assessments- ongoing year-long · Formal and informal observations- ongoing year-long
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Subject Area
(where relevant) :

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2011, English Language Learners will demonstrate progress towards achieving State Standards as measured by a 5% increase in students scoring at Level 3 and 4 on the NYS ELA assessment.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> · Professional development will be provided by the Literacy coach and the ESL coordinator to staff emphasizing the Common Core literacy standards in all grades · Teachers, under the guidance of the ESL coordinator will use ELL strategies in their daily lessons to support student learning as identified and recorded in the school ESL handbook · “Santillana” program block utilized during extended day with a focus on “Reading in the Content Area” (10:1 student/teacher ratio) · Literacy coach will support our self-contained ESL teachers through team teaching and individualized professional development · Saturday ELL Academy targeted to meet the needs of our ELLs · Weekly ELL study group where best practices are discussed and turn-keyed · Bi-monthly professional development will be provided to teachers with ELL students throughout the year by the ESL team on how to embed ESL strategies into curriculum maps · Emphasis will be placed on using Guided Reading and Shared Writing to develop students’ literacy skills · Incorporate a weekly meeting time into the school schedule to allow core ELL teachers to meet and discuss strategies to better meet the needs of the ELL population · Progress will be monitored throughout the year through analysis of in-house data as well as data available on ARIS facilitated by teacher team planning meetings, data meetings with the principal and Action Plans · “Reading Street”, a balanced literacy program will be used in 4th grade during the literacy block with a focus on differentiated instruction and meeting the needs of ELLs

	<ul style="list-style-type: none"> · “Visual Thinking Strategies” a research-based teaching method that improves critical thinking and language skills is implemented in classrooms throughout the school year · Benchmarks based on the NYSESLAT exam are used to assess and set goals for all ELL students · ESL Literacy Curriculum Overview reflecting NYSESLAT and unit goals · Professional Development will be provided by Reading Street facilitator emphasizing strategies that meet the needs of ELL students · Principal and other school leaders will disseminate research based articles on enhancing and implementing strategies to better meet the needs of the ELL population · Self contained 4th grade ELL class is serviced by our Theater cluster once a week. Instruction is focused on Reader’s Theater and Shared Reading to develop the students’ skills in listening and speaking · Inquiry groups focusing on academic as well as the social and emotional needs of ELL Students · SES afterschool as well as home tutoring programs are offered to all ELL students
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY’11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<input type="checkbox"/> C4E funding for ELL’s Tax Levy Title I Part A Title III Part A NYSTL IDEA
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<input type="checkbox"/> Evidence <ul style="list-style-type: none"> · Professional Development agendas- <i>ongoing year-long</i> · PS 274 ESL Handbook- <i>ongoing-year long</i> · Santillana assessments- <i>ongoing</i> · ELL study group agendas- <i>ongoing-year long</i> · ESL meeting agendas- <i>bi-monthly</i>

	<ul style="list-style-type: none"> · Coach's <i>monthly</i> logs of classroom visits with immediate articulation · ELL/ELA Instructional Action Plans- <i>bimonthly with periodic review</i> · Running Records Correlation Table- <i>revised Nov 10</i> · Data from Running Records assessments and teacher created rubric and ACUITY assessments- <i>ongoing year-long</i> · Performance Projections- <i>annually with periodic review</i> <ul style="list-style-type: none"> · NYSESLAT benchmark results- <i>annually with periodic review</i> · ESL Curriculum Overview- <i>annually with periodic review</i> · Program cards/ Flow of the Day- <i>ongoing</i> · Reading Street curriculum maps with embedded ESL strategies and assessments- <i>bimonthly with periodic review</i> · Theater Cluster lesson plan focusing on listening and speaking standards- <i>ongoing- year long</i> · Visual Thinking Strategies Writing Sample- <i>bimonthly</i> · SES attendance and assessment- <i>ongoing- year long</i> · Saturday Academy attendance- <i>Nov 10 to Mar 11</i>
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Subject Area
(where relevant) :

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> By June 2011, 90% of teachers (27 out of 30) in grades K-5 will demonstrate understanding/knowledge of implementing common core standards
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<input type="checkbox"/> <input type="checkbox"/> - <ul style="list-style-type: none"> · Common Core allocation will be used to fund a professional development team comprised of an administrator, coaches, and classroom teachers to facilitate ongoing yearly professional development to other staff members · Ongoing professional development and follow up support from the CFN attended by the Common Core State Standards team and administrators to unwrap and begin the implementation of the Common Core State Standards · Curriculum maps have been created to align Common Core State Standards with New York

	<p>State Standards with an emphasis placed on critical thinking skills</p> <ul style="list-style-type: none"> · Common planning time will be used to revise curriculums in order to integrate Common Core State Standards · Student work will be examined to develop instructional strategies while focusing on the learning required by Common Core State Standards · Inquiry teams will develop ways to scaffold instruction, and research assessment practices and tools in order to meet the learning of each student while focusing on the Common Core State Standards · Lunch and learns and faculty conferences will be used to turn key information on the Common Core State Standards · Authentic teacher created assessments will be developed to reflect higher order knowledge and skills required by the Common Core State Standards · Teaching points will be revised to match the Common Core State Standards · Leadership Academy retreat focusing on the implementation of the Common Core State Standards
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> - Title I Part A - Tax Levy - Title II Part A
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> Evidence</p> <ul style="list-style-type: none"> · Professional Development agendas and handouts—ongoing year-long · Lesson plans reflecting Common Core Standards—ongoing year-long · Inquiry group agendas/attendance -two times a month · Coach's monthly logs of classroom visits with immediate articulation · ELA Instructional Action Plans—annually with periodic review · Administrative daily walkthroughs and snap shots · IEP's - annually with periodic progress reports · Teacher Team meetings- once a week during extended day · Common Core State Standards Schoolwide Action Plan- ongoing year-long · Curriculum Maps- annually with periodic review · Pre Observation conferences- ongoing year-long

	<ul style="list-style-type: none"> · Formal and Informal Observations- ongoing year-long · Assessments aligned to the College and Career readiness standards- ongoing year-long · Teacher Surveys- Fall 2010 and Spring 2011
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Subject Area
(where relevant) : _____

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> By June 2011, 85 % of teachers, (41 out of 48), will be involved in inquiry work focusing on providing support for social, emotional and academic growth
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<input type="checkbox"/> <ul style="list-style-type: none"> · Positive Behavioral Interventions and Supports (PBIS) school wide initiative · PBIS professional development workshops conducted throughout the school year · Tools of the Mind curriculum in Prekindergarten classrooms in order promote self-regulation · Safety Patrol comprised of upper grade students in order to encourage safe movement in hallways as well provide student representation at school wide events · Create a student council where students meet with coaches and administration monthly to discuss the concerns of the student population · Mighty Milers program gives students the opportunity and encouragement to get moving, release energy, improve their fitness and health · Fresh Fruit and Vegetable grant from the Department of Agriculture: Food and Nutrition Service provides students with a fresh fruits and vegetables to facilitate the acceptance and adoption of healthier eating habits · Wellness Committee comprised of the Nurse’s Aide and 3rd, 4th, and 5th grade students will meet every six weeks to discuss school-wide health and wellness issues and create a campaign to encourage the consumption of vegetables · Buddy Classes comprised of one upper and one lower grade class meet to participate in school wide events such as Character Dress-Up Day · Annual school wide family events such as Math and Literacy Night encourage the participation of families in student learning · BELL after school program facilitates events to encourage student involvement such BELL

	<ul style="list-style-type: none"> Spelling Bee and Poem of the Week · Martial Arts provides opportunity for students to learn self control and discipline · 5th Grade Academy created to prepare students for social and academic changes that take place junior high school · Career Clubs to prepare and expose students to a variety of professions · School wide academic acknowledgement of student achievements such as Student of the Week, Student of the Month, and Honor Roll
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<input type="checkbox"/> <ul style="list-style-type: none"> - Contract for Excellence funding - Title I Part A - Tax Levy - Title III Part A
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<input type="checkbox"/> <p>Evidence</p> <ul style="list-style-type: none"> · Professional Development agendas—ongoing year-long · Lesson plans reflecting academic and social/emotional accommodations—ongoing year-long · Inquiry group agendas/attendance -two times a month · Coach's monthly logs of classroom visits with immediate articulation · ELA Instructional Action Plans—annually with periodic review · Administrative weekly walkthroughs · IEP's- annually with periodic progress reports · Behavior Charts- ongoing year-long · PBIS program components- ongoing year-long · Matrix reflecting the Social, Emotional, and Behavioral opportunities- ongoing year-long · Schedule of school wide events- annually with periodic review · Tools of the Mind lesson plans- ongoing year-long · Student Council Agendas- bimonthly · Safety Patrol bulletin board- ongoing year-long · New York Road Runners Mighty Milers "Distance Ran to Date" results- bimonthly

- Fresh Fruit and Vegetable grant- ***ongoing year-long***
- Wellness Committee initiatives- ***ongoing year-long***
- 5th Grade Academy- ***ongoing year-long***
- BELL special events- ***ongoing year-long***
- Buddy Class projects- ***monthly***
- Student of the Month certificate- ***monthly***
- Honor Roll certificate- ***each trimester***

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	3	1	N/A	N/A	8			4
1	14	5	N/A	N/A	13	2	2	3
2	17	8	N/A	N/A	10		1	1
3	37	10	N/A	N/A	14	1		3
4	43	12		5	16			3
5	28	8	9	6	16	1	2	1
6								
7								
8								
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p><input type="checkbox"/></p> <p>Intervention Specialists –are designed to enable at-risk students and students with special needs to meet high standards in Literacy with additional support throughout the school day. We have 1 intervention specialists working with students in grades 1 – 5(including SWD’s and ELL’s). At-risk students receive targeted reading intervention through small-group instruction. The program incorporates all the components of balanced literacy using the workshop model so students can read to increase fluency, vocabulary, comprehension and become independent readers.</p> <p>The ESL Specialists provide students in need of services with intensive instruction in English as a Second Language during the school day. This is accomplished through small group instruction, infused technologies, varied modality, approaches, and appropriate assessments. All ESL instruction is aligned with the NY City and NY State Standards.</p> <p>The Extended Day Program is designed to provide our at-risk students in grades 1-5, which includes general education students, special education students and English Language Learners, with additional small group instruction through a variety of high interest courses.</p> <p>The Saturday Academy meets every Saturday for 4 hours. There are 2 classes. One for the 2nd and 3rd graders and one for the 4th and 5th graders who receive targeted instruction in literacy incorporating ELL strategies.</p> <p>The reading intervention specialist uses a wide variety of researched based programs. Some of the programs used are Great Leaps, Foundations, DRA, LeapTrack, Spotlight, Reader’s Theater, etc.</p>
Mathematics:	<p><input type="checkbox"/></p> <p>Intervention Specialists provide at-risk students and students with special needs, including Students with Disabilities and English Language Learners, additional support that is customized to meet each students particular challenges during the course of the school day. Problem solving strategies, comprehension skills, and language development in the content area are integral components of this program. Enrichment is provided by a math specialist to challenge students to exceed the standards.</p>

	<p>The Extended Day Program is designed to provide our at-risk students in grades 1-5, which include general education students, special education students and English Language Learners, with additional small group instruction through a variety of high interest courses.</p> <p>The After School Math Program is an enrichment program that teaches process and content skills to students in grades 1–5, two days a week. Manipulatives and technology are used to reinforce math skills. Additionally, test taking strategies are taught to prepare students for the State assessments.</p> <p>The Saturday Academy meets every Saturday for 4 hours. There are 4 classes. One for 2nd, 3rd, 4th and 5th graders who receive targeted instruction in mathematics, incorporating ELL strategies.</p> <p>The math intervention specialist uses a wide variety of researched based programs. Some of the programs used are Break Away Math, First in Math, Think Math, Math and Literature Connection, etc.</p>
<p>Science:</p>	<p><input type="checkbox"/></p> <p>Intervention Specialists work with small groups of students, including Students with Disabilities and English Language Learners, during the day and enables students to read non-fiction science literature that will enhance their knowledge of the world around them. We have 1 reading specialist in grades 4 – 5. The program incorporates all the components of balanced literacy using the workshop model to ensure success in reading non-fiction science related text. The students are encouraged to read to increase vocabulary, prior knowledge and interest in science. Hands on, cooperative learning experiences are used to enrich student’s content knowledge. Technology is an integral part of the program and is incorporated into the lessons.</p> <p>The Saturday Academy meets every Saturday for 4 hours. There are 2 classes. One for the 2nd and 3rd graders, and one for the 4th and 5th graders who receive targeted instruction in science, incorporating ELL strategies.</p> <p>The Extended Day Program is designed to provide students in grades 4, which include general education students, special education students and English Language Learners, with additional small group instruction through a variety of high interest courses.</p>
<p>Social Studies:</p>	<p><input type="checkbox"/></p> <p>work with small groups, including Students with Disabilities and English Language Learners, during the day and enables students to read social studies literature that will enhance their knowledge of the world around them. We have 1 reading specialist in grades 4– 5. The program incorporates all the components of balanced literacy using the workshop model so students can become independent readers. A variety of genres are used including historical fiction and non-fiction social studies based texts to increase social studies content knowledge. Skills associated with the genre of non-fiction are taught to help students excel in meeting the</p>

	<p>standards for social studies. Technology is also incorporated into the lessons.</p> <p>The Saturday Academy meets every Saturday for 4 hours. There are 2 classes. One for the 2nd and 3rd graders and one for the 4th and 5th graders who receive targeted instruction in social studies, incorporating ELL strategies.</p> <p>The Extended Day Program is designed to provide students in grade 5, which include general education students, special education students and English Language Learners, with additional small group instruction through a variety of high interest courses.</p>
At-risk Services Provided by the Guidance Counselor:	<p><input type="checkbox"/> Our guidance counselor provides effective intervention for students in our general education and Special Education settings, who are experiencing social, emotional, and other difficulties, thus reducing the need to make referrals. The students participate in either one-to-one or small group counseling sessions.</p>
At-risk Services Provided by the School Psychologist:	<p><input type="checkbox"/> The school psychologist provides counseling services to mandated students and students on an as needed basis. Strategies include one to one counseling, role playing and anger management. Students are recommended for counseling from the psychologist according to the requests from teachers, parents and the PPT/AIT committees.</p>
At-risk Services Provided by the Social Worker:	<p><input type="checkbox"/></p> <p>The Social Worker provides individual and small group counseling services to mandated students and at-risk students on an as needed basis. Groups are established according to the recommendations and requests from teachers, parents and the PPT/AIT committees. Strategies include one to one counseling, role playing and anger management. The social worker also acts as a liaison between the child, parent and community services.</p> <p>The SAPIS Worker provides individual and small group intervention for students in our general education and special education settings, who are experiencing social, emotional and other difficulties, thus reducing the need to make referrals. The students participate in either one-to-one or small group sessions using strategies such as counseling, role playing and anger management.</p>
At-risk Health-related Services:	<p><input type="checkbox"/> Students come to the Health Room on a regular basis for medication, treatment and information. They also learn how to make healthy choices and self-administer their medications.</p>

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information.

Grade Level(s)

Second through fifth

Number of Students to be Served:

LEP 40

Non-LEP 0

Number of Teachers 3

Other Staff (Specify) 1 Supervisor 1 Secretary

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

□

The focus of the program was determined after we analyzed the 2009-2010 NYSESLAT scores. The data indicated that writing posed a challenge for our ELL population. The ELL Saturday Academy will provide services to ELLs in grades 2nd – 5th, who scored at the Beginning and Intermediate levels on the NYSELAT with 3 or less years of service. The program will run for 15 sessions beginning on November 6, 2010, with the last session on March 19, 2011. The class will meet from 8:30am to 12:30pm each Saturday. The groups' size will be maintained at approximately 20 students. We will offer two classes that will service our students in grades 2-5. Certified ESL teachers will provide supplemental instruction in alignment with the New York City and New York State standards. The Computer/AIS teacher will co-teach in each class for two hours, one hour will be dedicated to AIS and one hour in the computer lab, where ELLs will receive extra scaffolding in writing through technology. A bilingual secretary will be employed to provide parent outreach, organize parent workshops based on parent interest surveys and coordinate/plan field experiences for students. A licensed supervisor will be funded to implement, coordinate and monitor the ELL Saturday Academy. The supervisor will observe instruction, provide support to participating staff and students, monitor students' and teachers' attendance, articulate between the official classroom teachers and the ELL Saturday Academy teachers, and secure appropriate instructional and assessment materials. The supervisor will be there one half hour before and one half hour after teachers and students to ensure safety and security of all.

The funds will be used to purchase the following ESL instructional materials to support the development of academic language across the content areas:

***Books/Workbooks**

- For support in writing students in 2nd- 5th grades, will use the "Teach Me Writing" program written by Sanron Educational Enterprises.
- Students in grades 2nd – 5th will use the "Grammar Workshop" published by Salder-Oxford
- "CAVS-Content Academic Vocabulary System" by Northpoint Horizons will be used to support students in grades 3rd - 5th grades with strengthening their math vocabulary.
- "Phonics-Levels A, B, C" published by Scholastic will be used by our Beginners.
- To support the development of our ELL's science vocabulary, students will use "Carousel of Ideas Enhanced Program Set 1 by Ballard Tighe

General Supplies

To support the implementation of the above programs the following supplies will be purchased: notebooks, chart paper, copy paper, post-its, highlighters, construction paper, and crayons.

Professional Development Program

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

We will offer Professional Development sessions on the following topics: ESL strategies and methodologies, Identification of ELL and meeting their needs, Teaching ELLs across the content areas. These Professional Development sessions will be offered during Lunch and Learns, as well as during common planning time. We will form an ELL book club, which will meet on a monthly basis. Our first book open for discussion for the SY 2010/2011 will be Teaching ELLs Across the Content Areas, written by J.Haynes and D.Zacarian

Section III. Title III Budget

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School: P. S. 274

BEDS Code: 333200010274

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$14,740.95	<input type="checkbox"/> PS274 Title III Saturday Academy $(\text{Supervisor}) * (\text{sessions}) * (\text{hours}) * (\text{rate}) = (1)(15)(5)(\$52.21) = \$3,915.75$ $(\text{Secretary}) * (\text{sessions}) * (\text{hours}) * (\text{rate}) = (1)(15)(4)(\$30.75) = \$1,845.00$
Purchased services - High quality staff and curriculum development contracts	\$400.00	<input type="checkbox"/> Admission for parent to NYSABE conference
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$6019.05	<input type="checkbox"/> Teach Me Writing Phonics-Levels A, B, C Grammar Workshop

		Content Academic Vocabulary System Carousel of Ideas Enhanced Program Set 1 Supplies: notebooks, chart paper, highlighters, construction paper Total: \$6,019.05
Educational Software (Object Code 199)	0	<input type="checkbox"/> N/A
Travel	0	<input type="checkbox"/> N/A
Other	0	<input type="checkbox"/> N/A
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The data used to assess the school's translation needs is based on the ELL population of our school. A member of the School Translation and Interpretation Team is available upon request to translate any written communication as well as to orally translate communication between a speaker of English and a parent's Native Language. All parents receive a Home Language survey in order to determine the Native Language.

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

According to our school's major findings approximately 40% of parents require translation at meetings and of notices. We reported our findings at the School Leadership Team meetings and then at PTA meetings in English and in the parent's Native Language. In addition, notices went out to all parents in English and Spanish.

Part B: Strategies and Activities

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

In order to increase our parents' capacity to improve their children's needs to achieve, the school will provide translation services to communicate information about the school's academic program. The school will provide written translation of all school communication with the home. After the school writes an English version of a home notice, the letter is then translated by a member of the School Translation Team. If the School Translation Team cannot provide these documents, they will be translated in a timely manner by the Translation and Interpretation Unit of the Department of Education.

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

Oral interpretation services are provided in house by school staff or parent volunteers as needed during the school day as well as during important events throughout the year, i.e., Parent Open House, workshops, Parent/Teacher conferences, etc.

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

According to Section VII of the Chancellor's Regulations A-663 parents will be notified as follows:

- The school will post in a conspicuous location at or near the primary entrance a sign in each of the covered languages indicating the office or room where a copy of such written notification can be obtained.
- The School Safety Plan contains procedures to ensure that Native Language parents are not prevented from reaching the schools Administrative offices due to language barrier.
- Parents who speak a Non-covered Language shall receive a translation of forms from the Translation and Interpretation Unit.
- Parents will be given access to the Department of Education website which provides information in each of the covered languages concerning the rights of parents to Translation and Interpretation services and how to access such services

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I [Schoolwide Program \(SWP\) schools](#) must complete Part C of this appendix.
- Title I [Targeted Assistance \(TAS\) schools](#) must complete Part D of this appendix.

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	850193.00	12969.00	863162
2. Enter the anticipated 1% set-aside for Parent Involvement:	8632.00		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	42510.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	85020.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100%

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asiders for Title I ARRA are not required for these areas.

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.



Part A: School Parental Involvement Policy

I. General Expectations

P.S. 274 agrees to implement the following statutory requirements:

- 1 The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- 2 The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- 3 The school will incorporate this parental involvement policy into its school improvement plan.
- 4 In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- 5 The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- 6 The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition.
- 7 Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that—
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State
8. Parents will be included in the development of school-level parent involvement activities during:
 - School Leadership Meeting
 - PTA meetings
 - Parent Advisory Council Meetings
 - Parent Coordinator Workshops

Participation in outside conferences (i.e. NYCESPA, CSA)
Central Meetings
PTA Quarterly Meetings

9. Parents will be involved in the planning, implementation, evaluation and continuous improvement of school-level programs during:

School Leadership Meetings
PTA meetings
Parent Advisory Council Meetings
Parent Coordinator Workshops/Meeting
Parent-Teacher conferences
Central Meetings
School Environment Survey/Day in the Life

10. The Parent Coordinator and PTA provide a schedule of meetings with parents before, during and after school so that they can network, make suggestions and provide input into decisions relating to the education of their children. Meetings are scheduled as follows:

School Leadership Meetings are conducted on a monthly basis during the last Thursday of every month.
PTA meetings are conducted on a monthly basis. Additional meetings are conducted at varied times to accommodate all parents schedules. (morning, afternoon, evening and Saturdays)
Several meetings throughout the month with the Parent Coordinator are conducted at varied times (mornings, afternoons, evenings and on Saturdays).

11. Parents will be provided with timely information about instructional programs, curriculum, performance standards and assessment instruments as well as their child's individual student assessment results and proficiency levels as follows:

Parent letters and notices
PTA workshops
Parent Coordinator workshops
Parent/Teacher conferences
Parent Meet and Greet
Flyers from PTA and Parent Coordinator Rooms
Access to related websites
Annual Open House
Day in the Life

12. The School will increase the accessibility and communication of parents with disabilities as well as non-English speaking/limited English Proficient parents as follows:

Information provided in parents native language
Translators available at meetings

Preferential seating for parents with disabilities
First floor access to meetings for parents with disabilities

13. Parents and schools will share the responsibility for high student performance as follows:

Provide specialized workshops for parents on assessments
Provide home/school communication (i.e. checklists, contracts)
Parent-Teacher Conferences
Grade-level Specific Newsletters
ARIS Parent Room
Parent Newsletters

14. The school provides capacity –building activities for parents and school staff that support strong parental involvement as follows:

Annual Multi-cultural event
Meet and Greet
Parent Teacher conferences
End of Unit celebrations/Museum showcase
Attend community education council meetings

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. P.S. 274 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: (List actions.)

Participation at School Leadership Team meetings
Participation at PTA meetings
Communication of feedback from PA and central meetings
Parental needs assessment

2. P.S. 274 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions.)

Discussion of school report card and Quality Review at SLT meetings and PTA meetings
Analysis of student performance data at SLT and PTA meetings
Discussion of budget allocations and programs at SLT and PTA meetings

3. P.S. 274 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.)

Workshops by staff for parents on preparing students for tests
Workshops by outside agencies, such a Dial-A-Teacher
Parent Coordinator supports communication between teachers and parents

Afternoon Program
Story Pirates Program
monthly parent meetings

4. P.S. 274 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by: (List activities.)

Afternoon Program
After-school workshops for parents of participating students
Parents As Art Partners
Pre-K Parent Initiative
Learning Leaders

5. P. S. 274 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary, (and with the involvement of parents), its parental involvement policies.

Parents Need Survey during Parent-Teacher Conference
A parental evaluation will be conducted at a PTA meeting in the spring
The Principal and PTA president and the Parent Coordinator will be responsible for conducting such evaluation.
The parents will develop the evaluation instrument via participation in the SLT and PTA meetings.
ELL Parent Orientation
Partnership with outside agencies to provide parents with needed resources
Parent New Admit Information Form

6. P.S. 274 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

- the State's academic content standards
- the State's student academic achievement standards
- the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)

- ARIS Parent Link Workshops
- ARIS Parent Information Room

- B. P.S. 274 provides support for strong positive parental involvement in the following ways:
- Monthly attendance at PTA meetings by academic support staff to answer any questions on topics of academic standards
 - Workshops for parents on topics of academic standards and support for student achievement by the home
 - Joint attendance by SLT, support staff at local, as well as national reading conferences

C. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: (List activities.)
 Parental access to computers for internet research
 skill development (ARIS, educational websites, etc.)
 Parent Coordinator maintains a lending library for parents

- D. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: (List activities.)
- Turnkey information provided within Network meetings.

- E. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: (List activities.)
- Support for workshops presented by the Bell Afterschool Program
 - Pre-K Parent Initiative

- F. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: (List actions.)
- Parent Newsletters and calendars in both English and Spanish will be sent home with students informing parents of meeting dates for PTA meetings and workshops
 - Such letters will also be posted on Parent Coordinator's and PTA's bulletin board in the school
 - School and Parent Calendars will be posted on the school website
 - The Principal and Parent Coordinator will be responsible for providing letters home in a language the parents can understand upon request.

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school
- adopting and implementing model approaches to improving parental
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by agenda and attendance sheets. This policy was adopted by the P.S.274 on October 28, 2010 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children at a PTA meeting on or before November 19, 2010.

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

Part B: School-Parent Compact

P S 274 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and

parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2008-09.

Required School-Parent Compact Provisions

School Responsibilities

will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: [Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]
2. Provide differentiated instruction throughout the curriculum to meet the individual needs of all students.
3. Provide interventions by academic specialists in the areas of ELL, Literacy, Mathematics and Special Education
4. Provide parent workshops in areas of ELL, Literacy, Mathematics and Special Education.
5. Provide additional academic support before and after school and on Saturdays
6. Provide professional development for parents to enable all children in the school to meet State Standards during the regular school year and the summer
7. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: [Describe when the parent-teacher conferences will be held.]

An annual conference will be conducted in the Fall and Spring of the school year by the Parent Coordinator and PTA to discuss this compact with parents.

The compact will be discussed during both the beginning and the end of the school year at the School Leadership Team meetings.

Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: [Describe when and how the school will provide reports to parents.]

- Meet and Greet conferences
- Parent-Teacher Conferences
- Home/School written correspondences
- School Leadership Team meetings
- Phone conferences
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: [Describe when, where, and how staff will be available for consultation with parents.]

Parent-Teacher Conferences

Phone Conferences

- PTA workshops
- Parent Coordinator Workshops
- Scheduled appointments with teachers

- Written correspondences
 - Scheduled meetings before school during preps and after school
9. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
[Describe when and how parents may volunteer, participate, and observe classroom activities.]
 - Class Volunteers
 - Participating in class trips
 - Participating in classroom and school wide celebrations
 10. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
 - Participating in School Leadership meetings
 - Participating in PTA meetings
 - Participating in Regional meetings
 11. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
 - Participating in school wide professional development workshops
 - Participating in School Leadership meetings
 - Participating in PTA meetings
 - Participating in Regional meetings
 12. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
 - School will hold an annual Title 1 meeting
 - Notices will be distributed to the parents in their Native Language
 13. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
 - Notices will be distributed to parents in their Native Language
 - Information will be translated to parents in their Native Language
 - Workshops and meetings will be wheelchair accessible
 - Sign language interpreter provided as needed
 14. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
 - Notices will be provided according to the calendar of mandated dates
 - Parents will attend meetings concerning curriculum, assessment and promotional standards
 15. Upon the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to suggestions as soon as practicably possible.
 - Meet and Greet meetings

Parent/Teacher Conferences
IEP conferences and Annual Reviews
School Leadership meetings
Meetings with Parent Coordinator
Meetings with Classroom Teachers
PTA meetings

16. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
Classroom teachers will distribute individual assessment results
Report Cards
17. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.
Notices will be sent to parents whose children have been taught by a teacher who is not highly qualified for 4 or more consecutive weeks

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Making sure that homework is completed
- Monitoring attendance
- Promoting positive use of my child's extracurricular time
- Staying informed about my child's education and communicating with the school by promptly reading all school related notices
- Serving, to the extent possible, on policy advisory groups
- Participating in decisions relating to my children's education.

Signatures:

School

Parent(s)

Student _____

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

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NYS Report Card
NYC Progress Report
NY START reports
ARIS reports
NYS Tests
NYSESLAT
Rigby Running Records
Early Childhood Literacy Assessment System (ECLAS-2)
NYC Periodic Assessments
Content Area Benchmarks
Formal/Informal Observations
Student Observations/Conference Notes
Student Portfolios
AIS/PPT documentation
I-Log
ATS Reports
Environment Survey
Alternative Assessment Instruments

Our ELL subgroup met their AYP on the **2009** NYS ELA through safe harbor. Our SWD subgroup did not meet their AYP on the NYS ELA which designated our school an accountability status of SINI Year 2-Basic. Our effective AMO for the SWD subgroup was 129 but our performance index was 95 leaving a gap of 34. On the **2010** NYS ELA, our SWD subgroup made their AYP and our ELL subgroup made AYP using safe harbor. This places our school in a holding pattern for SINI Year 2-Basic.

Performance trends

There was an increase of 3% in level 3's during these years and the % of level 4's remained the same. In 2010, due to the adoption of the new College and Career Readiness anchor standards, fewer students met or exceeded the standard set for proficiency. As a result, there was an increase of 15% in level 1's, an increase of 9% in level 2's and a decrease of 26% in level 3's. There was an increase of 3% in level 4's.

In 2009, 62% of our 3rd grade ELLs scored Level 2.
In 2010 52% scored Level 2, a decrease of 10%.
In 2009, 65% of our 4th grade ELLs scored Level 2.
In 2010 58% scored Level 2, a decrease of 7%.
In 2009, 71% of our 5th grade ELLs scored Level 2.
In 2010, 43% scored Level 2, representing a 28% drop.

6 students (8.5 %) scored a Level 1
47 students (66.2%) scored a Level 2
18 students (25.4%) scored a Level 3
No students (0%) scored a Level 4

23 students (33.8 %) scored a Level 1
35 students (51.5%) scored a Level 2
10 students (14.7%) scored a Level 3
No students (0%) scored a Level 4

The following NYS ELA performance is disaggregated by grade levels:

In 2009 17% of the 3rd grade ELLs scored Level 1. In 2010, 33% of our 3rd grade ELLs scored Level 1, an increase of 16%. In 2009, 21% of our 3rd grade ELLs scored Level 3. In 2010, 14% of our 3rd grade ELLs scored Level 3, a decrease of 7%.

In 2009, 9% of the 4th grade ELLs scored Level 1. In 2010, 23% of the 4th grade ELLs scored Level 1, and increase of 14%. In 2009, 26% of 4th grade ELLs scored Level 3. In 2010, 19% of our 4th grade ELLs scored Level 3, a decrease of 7%.

In 2009, 0% of the 5th grade ELLs scored Level 1. In 2010, 48% of our 5th grade ELLs scored Level 1, an increase of 48%. In 2009, 29% of 5th grade ELLs scored Level 3. In 2010, 10% of our 5th grade ELLs scored Level 3, a decrease of 19%.

13 students (28.9 %) scored a Level 1
24 students (53.3%) scored a Level 2
8 students (17.8%) scored a Level 3
No students (0%) scored a Level 4

11 students (30.6 %) scored a Level 1
21 students (58.3%) scored a Level 2
4 students (11.1%) scored a Level 3
No students (0%) scored a Level 4

There were no students performing at level 4 during that time period.

There was an increase of 9% in level 4's during these years. In 2010 due to the adoption of the new College and Career Readiness anchor standards, fewer students met or exceeded the standard set for proficiency. As a result, there was an increase of 4% in level 1's, an increase of 35% in level 2's and a decrease of 33% in level 3's. There was a decrease of 6% in level 4's.

4 students (5.3 %) scored a Level 1
8 students (10.7%) scored a Level 2
54 students (72.0%) scored a Level 3
9 students (12.0%) scored a Level 4

- 9 students (12.3 %) scored a Level 1
- 41 students (56.2%) scored a Level 2
- 18 students (24.7%) scored a Level 3
- 5 students (6.8%) scored a Level 4

The following NYS Math performance is disaggregated by grade levels:

In 2009 4% of the 3rd grade ELLs scored Level 1. In 2010, 14% of our 3rd grade ELLs scored Level 1, an increase of 10%. In 2009, 4% of our 3rd grade ELLs scored Level 2. In 2010, 59% of our 3rd grade ELLs scored Level 2, an increase of 55%. In 2009, 82% of our 3rd grade ELLs scored Level 3. In 2010, 23% of our 3rd grade ELLs scored Level 3, a decrease of 59%. In 2009, 11% of our 3rd grade ELLs scored Level 4. In 2010, 5% of our 3rd grade ELLs scored Level 4, a decrease of 6%.

In 2009, 5% of the 4th grade ELLs scored Level 1. In 2010, 4% of the 4th grade ELLs scored Level 1, a decrease of 11%. In 2009, 14% of 4th grade ELLs scored Level 2. In 2010, 56% of our 4th grade ELLs scored Level 2, a decrease of 42%. In 2009, 73% of 4th grade ELLs scored Level 3. In 2010, 26% of our 4th grade ELLs scored Level 3, a decrease of 47%. In 2009, 9% of 4th grade ELLs scored Level 4. In 2010, 15% of our 4th grade ELLs scored Level 4, an increase of 6%.

In 2009, 8% of the 5th grade ELLs scored Level 1. In 2010, 21% of our 5th grade ELLs scored Level 1, an increase of 13%. In 2009, 15% of 5th grade ELLs scored Level 2. In 2010, 54% of our 5th grade ELLs scored Level 2, an increase of 39%. In 2009, 62% of 5th grade ELLs scored Level 3. In 2010, 25% of our 5th grade ELLs scored Level 3, a decrease of 37%. In 2009, 15% of 5th grade ELLs scored Level 4. In 2010, 0% of our 5th grade ELLs scored Level 4, a decrease of 15%.

- 6 students (14.3 %) scored a Level 1
- 10 students (23.8%) scored a Level 2
- 24 students (57.1%) scored a Level 3
- No students (0%) scored a Level 4

- 7 students (19.4 %) scored a Level 1
- 16 students (44.4%) scored a Level 2
- 13 students (36.1%) scored a Level 3
- No students (0%) scored a Level 4

There were no students performing at level 4 during 2008 and 2010. In 2009, 4.8% of the SWD subgroup performed at level 4.

Our attendance data showed there was an increase in student attendance from 90.6% in 2008 to 91.9% in 2010.

The median growth percentile for 09-10 was 67.0 in the area of Math.

- 80% of Kindergarten students were reading on or above grade level in 2008-2009
- 38% of Kindergarten students were reading on or above grade level in 2009-2010
- 59% of Grade 1 students were reading on or above grade level in 2008-2009
- 60% of Grade 1 students were reading on or above grade level in 2009-2010
- 65% of Grade 2 students were reading on or above grade level in 2008-2009
- 33% of Grade 2 students were reading on or above grade level in 2009-2010

Greatest Accomplishments

- Significant growth in staff's content based mathematical knowledge

- Increase in parent involvement as seen in an increase in attendance at family events and an increase in parent survey responses
- Professional Development is facilitated by staff members at all levels of the organization, thereby building capacity within the school
- The Balanced Literacy Model continues to be implemented in all classrooms
- Teachers are planning for differentiated instruction based on their most recent data
- All classroom teachers have three common preps to allow time for common planning and professional development
- Grade leaders meet bi-monthly with the Instructional Cabinet
- ESL teacher cohort share one common prep each week to share best teaching practices and modify curriculum
- SWD teacher cohort share one common prep each week to share best teaching practices and modify curriculum
- Articulation between classroom teachers and service providers through the use of technology
- Our playground funded by Trust for Public Land continues to enhance the physical and mental well being of all of our students
- The state of the art library media center provides technological and academic support to our school community
- In addition we received extra credit for proficiency for Special Education students in Math.

Significant Aids

- Early intervention in the lower grades to monitor students not meeting grade standards and provide instructional support
- School funding to lower class sizes has allowed the staff to better meet the individual academic needs of all students
- ELA team teaching periods provided by support staff for ESL and Sp Ed classes
- SES program (BELL) provides additional academic and social emotional support to a large majority of our students

Significant Barriers to the school's continual improvement

- Students In Transitional Housing (SITH) and children involved in Administration of Children's Services (ACS) cases that require additional academic and emotional support
- Chronic Asthmatics resulting in high absentee rates for these students
- Transient nature of a high percentage of students in the SWD subgroup, which does not allow consistency in their academic experience
- The need for increased teacher knowledge of instructional implications of data regarding SWD and ELL students
- Difficulty finding experienced, certified SWD and ELL teachers
- High absence rate of SWD students due to the fact that we are not their zoned school
- Lower enrollment of SWD students in after school activities due to the fact that many of them are bused

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.



Use of a Comprehensive Instructional Approach for Reading and Writing for Balanced Literacy

Scaffolding for Language Development to support ELLs and Students with IEP's in Workshop Model

- Professional development for staff to assist with raising academic achievement
- Academic Intervention Services for Literacy and Mathematics
- Parent involvement activities, Student Support Services and use of Technology
- Rolling out Common Core Standards to school community to increase student expectations

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.



- ELL/SWD study/inquiry group
- Technology (Smartboards, Intelliboards, Laptops)
- After School Literacy and Math Programs (Bell)
- Story Pirates - Writing/Theater After School for 2nd and 3rd grades
- Inquiry Groups on Thursdays
- Administrative SWD writing groups
- Extended day small group instruction, with a ratio of 10:1 in general education or 5:1 in Special Education to focus upon strengthening skills in need of improvement
- ELL Saturday Academy to help those students who are at-risk by providing instruction based upon literacy needs of students.
- Summer programs for Holdovers and At-Risk Students, Bell Enrichment Program, ELL/SWD Enrichment Program
- Parents as Partners Saturday Arts Program
- Embedded Assessment: P.S. 274 uses fair and credible evaluations to measure student achievement. Ongoing Assessment; Product Assessment – Looking at Student work; Periodic Assessment – Unit/mid-year/end of year assessment
- o Help provide an enriched and accelerated curriculum.



Independent Reading
Independent/Journal Writing

Shared Reading/Writing
Guided Writing
Read Aloud
Word Study
Guided Reading
Differentiated Instruction
Strategy Groups
Enrichment Program
Cookshop
Staff Development (Lunch and Learns, Workshops)
Inquiry Groups
Teacher Teams
Learning Walks



o Meet the educational needs of historically underserved populations.



- Independent Reading
- Independent/Journal Writing
- Shared Reading/Writing
- Interactive Writing
- Read Aloud
- Word Study
- Guided Reading
- Conferencing
- Strategy Groups

Scaffolding for Language Development to support ELLs and Students with IEP's in Workshop Model
Connection/Teach

- Repetition (language, texts)
- Gestures (acting out the story)
- Draw pictures for the story
- Transition words to provide repetitive language
- Use stories that students can relate to
- Double teach (possibly two methods of teaching such as demonstration and explanation/example)

Active Engagement

- Turn, talk (language can be given on cue cards)
- Touching fingers
- Use language that the teacher modeled
- Retell the story that they've been working on
- Set up triads with Native Language and Language impaired students

Using a Multi-Modality/Engaging Approach

- Tapping to aid in word attack
- Cutting and pasting letters and words
- Manipulating letters on a word board
- Using books on tape
- Use of high interest/low level materials

Academic Intervention Services for Literacy and Mathematics:

- Academic Intervention Service Providers—servicing grades K-5 students who are identified as at-risk of not meeting standards (levels 1 and 2)
- AIS Service Provider servicing students in grades K-5, (high level 2's, low level 3's) including SWD's
- ESL providers service ELL's in grades K-5
- Summer Classes servicing hold overs
- Special Education Teacher Support Services
- Speech and Language Therapists
- Saturday Academy
- Computer programs
- Administrative SWD Writing groups

Description of Proposed Instructional Strategies for Mathematics

Continue to follow and monitor the pacing schedule and alignment Calendar

Instructional Materials/Texts: *Everyday Mathematics* supplemented by *Math Steps*

Math Block: 60 minutes – Grades Pre- K -2, 75 minutes Grades 3-5

- Mental Math/Math Message
- Workshop Model (mini lesson, active engagement)
- Ongoing Learning and Practice / Math Journal (paired, group, independent)
- Extra Practice / Enrichment / Minute Math
- Games / Skills Practice / Test Prep
- Embedded Assessment: P.S. 274 uses fair and credible evaluations to measure student achievement. Ongoing Assessment; Product Assessment – Looking at Student work; Periodic Assessment – Unit/mid-year/end of year assessment

Everyday Mathematics (Grades Pre- K – 5) is a standards-based mathematics program, which promotes repeated exposure to new concepts and skills to foster mastery.

Math Steps (Grades K-5) will be used as a supplement to Everyday Mathematics. These materials focus on skills and strategies and will provide students with an additional opportunity to develop mastery through practice.

Description of Proposed Instructional Strategies for Science

Pacing and Alignment Calendar

50 minute Science Lesson

- Motivation
- Vocabulary Development and Connection
- Teacher modeling and/or Independent Research
- Students working in cooperative learning groups manipulating materials and recording conclusions
- Guided or Independent Practice
- Sharing Conclusions and Final Class Discussion
- P.S. 274 uses fair and credible evaluations to measure student achievement. Embedded Assessment – Ongoing Assessment – Product Assessment

Scaffolding for Language Development to support ELLs and Students with IEP's in Workshop Teaching

Connection/Teach

- Repetition (language, texts)
- Gestures (acting out the story)
- Draw pictures for the text
- Transition words to provide repetitive language
- Use stories that students can relate to
- Double teach (possibly two methods of teaching such as demonstration and explanation/example)

Active Engagement

- Turn, talk (language can be given on cue cards)
- Touching fingers
- Use language that the teacher modeled
- Retell the story that they've been working on
- Set up triads with Native Language and Language impaired students

Description of Proposed Instructional Strategies for Social Studies

Planning Guide – Pacing and alignment Calendar

50 minute Social Studies Lesson Grades Pre- K-5

- Motivation
- Vocabulary development
- Teacher presentation, Independent Reading
- Students working in cooperative learning groups

- Independent research incorporating technology
- Project oriented themes based on New York State Social Studies curriculum
- Guided or independent practice
- Teachers encourage the development the skills of accountable talk through sharing conclusions, inferences and predictions
- Embedded assessment-ongoing assessment – product assessment periodic assessment (looking at student work, teacher observation unit/mid year/end of year assessment/presentation of group work and 5th grade New York State test.

Scaffolding for Language Development to support ELLs and Students with IEP's in Workshop Teaching Connection/Teach

- Repetition (language, texts)
- Gestures (acting out the story)
- Draw pictures for the text
- Transition words to provide repetitive language
- Use stories that students can relate to
- Double teach (possibly two methods of teaching such as demonstration and explanation/example)

Active Engagement

- Turn, talk (language can be given on cue cards)
- Touching fingers
- Use language that the teacher modeled
- Retell the story that they've been working on
- Set up triads with Native Language and Language impaired students

Description of Proposed Instructional Strategies for the Arts

Planning Guide – Pacing and Alignment calendar

50 minute Performing Arts lesson

- Warm up
- Vocabulary
- Modeling
- Teaching lesson
- Ongoing learning and practice (listening, singing, playing instruments, thinking, music reading, language arts/ESL)
- Embedded Assessment: Ongoing Assessment; Product Assessment – Looking at student work, periodic assessment – unit/mid-year/end of year assessment.

Scaffolding for Language Development to support ELLs and Students with IEP's in Workshop Teaching Connection/Teach

- Repetition (language, texts)
- Gestures (acting out the story)
- Draw pictures

- Transition words to provide repetitive language
- Use stories that students can relate to
- Double teach (possibly two methods of teaching such as demonstration and explanation/example)

Active Engagement

- Turn, talk (language can be given on cue cards)
- Touching fingers
- Use language that the teacher modeled
- Retell the process to complete a work of art
- Set up triads with Native Language and Language impaired students

Scaffolding for Language Development to support ELLs and Students with IEP's in Workshop Teaching Connection/Teach

- Repetition (language, texts)
- Gestures (acting out the story)
- Draw pictures to represent emotions
- Transition words to provide repetitive language
- Use stories that students can relate to
- Double teach (possibly two methods of teaching such as demonstration and explanation/example)

Active Engagement

- Turn, talk (language can be given on cue cards)
- Touching fingers
- Use language that the teacher modeled
- Retell the story that they've been working on
- Set up triads with Native Language and Language impaired student

o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.



Inquiry Team focused on closing the achievement gap for historically underserved students

Access to Technology is provided

Partnership with local High Schools to provide positive mentors

In grades K-2, a strong phonics-based program (Foundations) has been implemented to strengthen phonemic awareness.

Everyday Mathematics (Grades Pre-K – 5) is a standards-based Mathematics program which promotes repeated exposure to new concepts and skills to foster mastery.

o Are consistent with and are designed to implement State and local improvement, if any.



Summer Adventure Program for 3rd – 5th grade, which included field experiences to enrich background knowledge and verbal and written vocabulary.

Sidewalks Balanced Literacy program implemented in Self-contained classes, grades 1-5.

SWD Data Inquiry Teams

Professional Development for teachers serving SWD

Use of technology to enhance student learning and engagement (Smartboards, projectors)

“Ticket to Read” – Computer-based program

SWD Common Planning Time (Weekly meetings)

Extended Day Small Group Instruction

Workshops geared toward increasing parental involvement of parents of SWD

Positive Behavior Intervention and Supports

CHAMPS program instituted to improve student behaviors

Staff Development (Lunch and Learns, Workshops)

Inquiry Groups

Teacher Teams

Learning Walks

3. Instruction by highly qualified staff.



P.S. 274 has supported all teachers in their efforts to become highly qualified in their certification area. As a result, we currently have 100% of our teachers Highly Qualified. Our school plans to increase the amount and quality of learning time by providing an extended day, after-school SES program and Saturday programs. We will also provide a variety of supplemental and modified materials to meet the needs of our ELL and Special Education population. Flexible use of funding will increase our ability to hire outside consultants who will provide us with additional in-class support and expertise in instructional strategies. Additional substitute teachers can be used to provide opportunities for staff members to attend workshops, visit model schools, and inter-visitation to model classrooms. The Schoolwide Program initiative will provide us with the flexibility to direct resources to our Academic Intervention Services

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State’s student academic standards.

□

The administration attends regional and citywide meetings and Professional Development during the course of the school year. In addition, they attend professional conferences, such as AAP, NYSABE, CSA and NYSESPA. The Principal continues to support the academic growth of the Assistant Principal by documenting their growth, generating practical next steps and providing honest feedback. During the course of the school year the staff is provided professional development at monthly faculty and grade conferences, selected staff development days, lunch and learns, retreats and after school workshops. Our staff development plan includes differentiated professional development based on areas of need based upon administrators' walk-throughs and observations and the results of staff request surveys. Additional professional development is provided in utilizing data to set goals for the upcoming school year including strategies and techniques for teaching ELL, special needs and at-risk students.

Teachers receive professional development from the CFN. The teachers, paraprofessionals and administration participate in a variety of seminars ranging from Differentiation of Instruction, Mathematics, Academic Intervention and Quality Review. ESL teachers attend workshops offered by The NYC Office of English Language Learners to keep them up to date on new scaffolding techniques and mandates. Teachers are encouraged to become highly qualified by taking courses/exams which are funded by Title 1 allocations. New teacher workshops are given to support the needs of newly appointed staff. New teachers are paired with experienced staff members for additional support and guidance. More opportunities are being provided for all teachers to observe best teaching practices through inter-visitations, intra-visitations, and videotapes.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

□

In order to attract high-quality highly qualified teachers, there are several strategies that we have been implementing. Various recruitment methods have been used including T.R.Q., outreach to colleges with accredited education programs and attending job fairs to search for qualified teachers to employ. In addition, staff members actively seek qualified personnel for recruitment.

Another strategy we use is to begin the staffing process earlier in the school year in order to place current staff members in positions within their certification area for the upcoming year. This also enables us to identify upcoming vacancies at an earlier time.

Workshops are offered with the assistance of the UFT for teachers devoted to certification and licensing requirements. Mentors are also assigned to new teachers to counsel and advise them. We offer various incentives to encourage our teachers to maintain their highly qualified status. Teachers of Tomorrow grants are offered to new teachers in our school in collaboration with the New York State Education Department. We also assign veteran teachers to buddy with new teachers as additional support.

6. Strategies to increase parental involvement through means such as family literacy services.

□

Workshops and meetings are being given during the daytime and evening hours to accommodate all of our parents. Saturday workshops have also been implemented for parents of ELL students. We continue to provide monthly PTA meetings alternating between

daytime and evening hours. The PTA executive committee arranges workshops based upon feedback from the parents. Parents also attend educational conferences such as NYCESPA and NYSABE. The school leadership team meets on a monthly basis after school to provide articulation and communication between school and home. The parent coordinator organizes workshops with CBOs to support the needs of our parent population. The parent volunteer program trains parents to assist the teachers in the classrooms. Parents are invited to attend school celebrations such as Multicultural Day, Book Fairs, Publishing Celebrations and school assemblies. All written communication with parents is provided in both English and parent's Native Language. In order to maintain communication regarding literacy students bring home parent folders daily which are reviewed and signed by the parents.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.



PS 274 will visit and continue our linkage with feeder programs such as Day Cares and Head Start. This allows for a consistent level of expectancy. We will invite these programs to come to the school for Early Childhood training and to familiarize them with the expectancy level of incoming preschoolers. We will also provide training regarding curriculum and State/City standards. We will develop consistent communication with all programs which feed into PS274. This will update them with the techniques and methods being used. Training for parents of preschoolers will take place quarterly to provide family assistance. The individual needs of our special education and ELL preschoolers will be addressed.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.



- Data team
- Common Preps
- Instructional Cabinet Meetings
- Faculty conferences
- Inquiry groups
- Grade Conferences
- Retreats
- Surveys

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

- - Summative and Formative assessments are conducted and results analyzed to identify each students' strengths and weaknesses(i.e. ELA and Math Benchmarks, Running Records, ECLAS and ACUITY assessments.
 - Instruction is differentiated based on individual students' needs
 - AIS services provided in Reading and Mathematics during school hours
 - Before, After School and Saturday Services provided in reading, mathematics, ESL, technology, and the Arts
 - ELL services provided
 - Weekly AIS meetings are conducted where all AIS service providers discuss the progress of individual students.
 - Careful records are kept of each Personal Intervention Plan and changes are made according to each student's needs.
 - Summer School is offered to at-risk students to improve their skills.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

- Schoolwide Programs will allow PS 274 to combine funds to make every program support the achievement of all our students. Title I funds will also help to support all ELL students in the building. This will allow us to meet the needs of our diverse population in acquiring English. We will use Title I funds to not only support our at-risk students but our entire population including, Special Education. Title I funds will support professional development for our staff in order to meet academic goals and objectives. Funding will also be used in order to increase parental involvement within the school community. Programs will be consolidated, such as Tax Levy and Title I funds, to support one coherent instructional plan and we will move away from fragmented programs. School Wide Program will also provide additional support for students to move to proficient or advanced levels of the NYS/NYC academic standards.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

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 upgrading 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 of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e., Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)

Title I, Part A (Basic)	Federal	Yes			850,193		1, 2, 3, 4
Title I, Part A (ARRA)	Federal	Yes			12,969		1, 2, 3, 4
Title II	Federal	Yes			33,398		1
Title III	Federal	Yes			21,160		1, 2, 4
Title IV	Federal		No				
IDEA	Federal	Yes			141,810		1, 2
Tax Levy	Local	Yes			2,821,389		1, 2, 3, 4

¹**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

N/A

2. Ensure that planning for students served under this program is incorporated into existing school planning.

N/A

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

N/A

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

N/A

c. Minimize removing children from the regular classroom during regular school hours;

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

N/A

7. Provide strategies to increase parental involvement; and

N/A

8. Coordinate and integrate Federal, State and local services and programs.

N/A

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State's new Differentiated Accountability System will be released in late spring 2009.

NCLB / SED STATUS: Improvement (year 2) - Basic **SURR PHASE / GROUP (IF APPLICABLE):**
Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
 - The area of identification was our SWD population.
 - SWD's need to be more engaged in their lessons to ensure that poor behavior does not interfere with academic progress.
 - There is a need for continued knowledge-building and application of research based behavioral and academic strategies needed to ensure the progress of this population.
 - strategies need to continue to be consistently integrated with IEP goals.
 - School resources and support services need to be maintained to increase student achievement for the SWD population.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.
 - Strategies for SWD's include the following:
 - Professional Development to increase teacher content knowledge of research based SWD strategies.
 - Use of data analysis period to track student's performance and modify plans as well as differentiate instruction.
 - Provide instructional support through team teaching with reading specialists and mentors
 - Further develop units of study based on data incorporating different strategies that address all learning modalities.
 - Purchase high interest, low level non-fiction reading materials to support SWD students
 - Use of videos and computer software to support SWD students

- Identify SWD's receiving SETSS and determine strategies to strengthen instructional support in ELA
- "My Sidewalks" Balanced Literacy program during the literacy block with a focus on differentiated instruction and meeting the needs of SWD students
- Professional Development will be provided by "My Sidewalks" facilitator emphasizing strategies that meet the needs of students
- Bi-monthly professional development will be provided to self contained SWD staff throughout the year by the IEP teacher and SWD cohort leader on how to embed SWD strategies into curriculum maps
- Integrating SMARTBoard and web-based technology into curriculum maps and lesson plans
- SES program offered to all SWD to support academic and emotional progress
- Staggering class schedules in order to effectively utilize the limited academic intervention and instructional support staff to address the needs of SWD students as well as the classroom teacher
- "Ticket to Read" online program offered to all SWD to support academic progress.
- SWD Book Club with Administration with a focus on reading skills to support academic progress in ELA.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

Funds will be used in the following ways:

- Substitute teachers will be hired so that teachers may attend professional development.
- A second reading coach has been funded to provide additional support in areas of need and to provide strategies to teachers in order to support our SWD population.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

Professional Development opportunities are offered through Lunch and Learns, classroom visitations, book clubs, readings and outside workshops. More opportunities are being provided for all teachers to observe best teaching practices through inter-visitations, intra-visitations, and videotapes. Teachers receive professional development from the CFN. The teachers, paraprofessionals and administration participate in a variety of seminars ranging from Differentiation of Instruction, Mathematics, Academic Intervention, Quality Review, and Conferencing. Special Education teachers have attended Wilson trainings. ESL teachers attend workshops offered by The NYC Office of English Language Learners to keep them up to date on new scaffolding techniques and mandates. Teachers are encouraged to become highly qualified by taking courses/exams which are funded by Title 1 allocations.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

PS 274 notified parents that we were identified as a School In Need Of Improvement by sending out a standard letter from the state in both English and translated versions. The School Leadership Team and the PTA met to discuss the SINI status. Parents have also had the opportunity to understand PS 274's SINI status during a PTA meeting.

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

Part A - For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

There are currently 18 students in Temporary Housing.

2. Please describe the services you are planning to provide to the STH population.

Our afterschool BELL Program (Building Educated Leaders for Life) is offered to STH to reinforce Literacy and Math skills. Our school also provides uniforms and basic school supplies to STH children in need. Workshops are provided introducing the parents to our many CBO's. In addition, students in temporary housing are provided with a free breakfast and lunch on a daily basis. All STH students are also provided with a healthy snack through the NYS Education Department's Fresh Fruit and Vegetable Program (FFVP) grant.

Part B:

Part B - For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
N/A
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
 N/A
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.
N/A

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_32K274_020311-141812.doc

OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K-12 LANGUAGE ALLOCATION POLICY SUBMISSION FORM

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN307	District 32	School Number 274	School Name Kosciuzsko School
Principal Maritza Ollivierra		Assistant Principal Karen Lee Minogue	
Coach Michelle Cordero		Coach Joanne Bruno	
Teacher/Subject Area Vilma Molina, ESL Coordinator		Guidance Counselor Madeline Robles	
Teacher/Subject Area Amy Chan, ESL Teacher		Parent type here	
Teacher/Subject Area type here		Parent Coordinator Migdalia Surita	
Related Service Provider type here		Other type here	
Network Leader Ada Orlando		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	3	Number of Certified Bilingual Teachers	5	Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	672	Total Number of ELLs	119	ELLs as Share of Total Student Population (%)	17.71%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part II: ELL Identification Process

Our initial identification process ensures that all potential ELLs are identified and tested within the first ten days of admission and placed in the appropriate program as per entitlement and parental selection. All parents and guardians of newly enrolled students are required to complete a Home Language Survey (HLS). The survey indicates the language spoken at home by both parent and child. An informal oral interview in English and in the parent's native language is conducted by our two ESL specialists, Mrs. Vilma Molina and Ms. Amy Chan, and our bilingual counselor, Ms. Madelin Robles, to assess the language most often used. Once a student is identified as a potential ELL, he or she is administered the initial English language proficiency test, LAB-R. Students who do not reach the designated cut score levels for their grade in English are entitled to a Transitional Bilingual Education, Dual Language, or Freestanding ESL program. At the same time, students who are Spanish-speaking are administered the Spanish LAB to assess their native language proficiency.

Also within the first ten days, an entitlement letter is sent home notifying parents/guardians of their child's entitlement status. To ensure that parents have received this notification, the parents are asked to sign this letter and a copy is kept with the ESL coordinator. Once parents are notified, they are invited to an ELL parent orientation where they are informed of the different ELL programs and services. In the orientation, parents are provided with materials in English and in their native language to ensure an informed choice when selecting a transitional bilingual, dual language or freestanding ESL program. Parents also view a DVD in their native language where the New York City Schools Chancellor gives additional information about programs available for ELLs in the NYC School System. Parents have the opportunity to ask questions about the different programs offered. Parents are then asked to complete a Parent Survey and a Program Selection form. These forms are collected, and students are placed in a program as per parental choice. Placement letters are sent home to inform parents of the program their child has been placed in. In the event that a parent selects a program that is currently not offered, the parent then is informed of a transfer option to another school where the program is available. At these orientations, parents are also informed that their child will continue to be entitled until they reach the designated English language proficiency levels on the NYSESLAT. Prior to students taking the NYSESLAT, parents are invited to attend a workshop that explains the components and expectations of the NYSESLAT assessment. At this meeting, all parents receive a "Parent's Guide" to the NYSESLAT and are given the opportunity to address any questions or concerns. After results of the assessment are received, parents are notified of their child's success and informed whether or not the child is still entitled to receive language support in the following school year. Parents are notified when their children reach English Language Proficiency and of the continued two years of support services available to them.

The program models at our school are aligned to parents' choice of program for their child. According to the parent surveys and program selection forms for the 2010-2011 school year, the majority of parents (18 out of 29) requested an ESL placement. Seven parents selected a transitional bilingual placement. Of those 7 who chose a transitional bilingual program, 4 selected a Spanish bilingual program and 3 selected a Chinese bilingual program. One parent chose a Spanish dual language placement. Parents who selected a Spanish Bilingual, Chinese Bilingual, or Spanish Dual Language Program were offered the transfer option as these programs are currently not offered at our school. The parents/guardians were given a list of schools in the area with their first choice. However, they chose to place their child in the ESL program at our school. There were 3 parents who did not attend the parent orientation meeting and were thus considered a part of the transitional bilingual category by default. The trend in program selection requested by parents is a freestanding ESL program. Due to parental program choice, and an insufficient number of ELLs, this year Transitional Bilingual Education is not offered. As a result, the students had to be placed in a Freestanding ESL Program. Our school will maintain detailed

records of these parent surveys and program selection forms to provide us with valuable information about the trends in program selection in the future. A copy of the program selection form is placed in the cumulative record of each individual child, and a copy is kept in the ESL coordinator's office.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	119	Newcomers (ELLs receiving service 0-3 years)	85	Special Education	3
SIFE	4	ELLs receiving service 4-6 years	33	Long-Term (completed 6 years)	1

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	85	4	2	33	0	1	1	0	0	119

Total	85	4	2	33	0	1	1	0	0	119
Number of ELLs in a TBE program who are in alternate placement: <u>9</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0										

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0																		

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	19	17	5	15	26	26								108
Chinese	3	1	1											5
Russian														0
Bengali	1													1
Urdu														0
Arabic		1			1									2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2		1											3
TOTAL	25	19	7	15	27	26	0	119						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Our school provides our ELL population with programs and services mandated by CR Part 154 as per parental option. The programs use a balanced approach to literacy, including high-quality instructional practices that facilitate academic excellence for our ELLs. The programs are also aligned with state standards for all curriculum areas. Our classes are heterogeneous where most classrooms are composed of students with varying levels of English proficiency and subject area expertise. We have a self-contained ESL class in 4th grade. We also have a push-in ESL program in grades K,1, 2,3 and 5 and a pullout program in grade 4. Our 5th grade is departmentalized. Students travel with their homeroom class to receive content area instruction with a different teacher. This program offers the necessary ESL units required by Commissioner's Regulations Part 154. ELLs who are at beginning and intermediate levels of English proficiency receive two units of ESL and advanced students receive one unit of ESL. Each unit of instruction equals 180 minutes per week. Teachers ensure that the mandated number of instructional minutes is provided according to the proficiency level of the ELLs.

In ESL, the content areas are delivered in English using ESL methodologies and instructional strategies with language development support in the native language. Teachers maintain a variety of native language classroom libraries with age- and grade-appropriate books that reflect the current unit of study. They also provide students with bilingual dictionaries and glossaries, technology enrichment in the native language, and a buddy system to provide support. Teachers with groups of ELLs who have a common native language organize collaborative tasks that target content and generate interactions in the native language among peers.

If a dual language class were to be opened, English Language Learners would receive content area instruction for 50% of the academic day in English and 50% in the other language. Our goal is for all students to build academic skills in their native language and eventually master these skills to the second language.

In the event of opening a TBE program, instruction is provided in the students' native language with intensive support in English and the required English as a Second Language (ESL)/English Language Arts (ELA)/Native Language Arts (NLA) time allotments. Initially, 60% of the instruction would be given in the students' native language and the remaining 40% would be in English. As the students develop fluency in English, instructional time in English increases and native language instruction decreases.

When differentiated instruction is provided, particular consideration is given to all ELL subgroups. For each subgroup, we have identified an instructional plan for the year 2010-2011.

SIFE – Students with Interrupted Formal Education

- Teachers incorporate more visuals into their lessons
- Pacing of lessons is modified to meet the students' individual needs
- Daily use of computers to link language to the content areas
- Students are exposed to culture through field trips, and additional music and art classes
- Offer the Extended Day Program to support ELA and Math
- Students receive the mandated units of ESL

Newcomers 0-3 years

- A newly arrived student is assigned to an adult mentor who acclimates him to the school environment
- A buddy student is selected as a peer tutor
- Each student is provided with a welcome packet which will include word cards with visuals
- The parent coordinator welcomes parents and offers a support group
- ESL coordinator contributes to the Monthly Parent Newsletter by offering suggestions on how parents can assist their children
- Offer a Saturday Academy to strengthen and enhance content vocabulary, further develop writing skills, and integrate technology
- Each student receives the mandated units of ESL
- Electronic talking dictionaries, glossaries, native language books, and technology are provided
- Differentiated instruction takes place for these students in all content areas based on their needs and strengths in language acquisition and conceptual development
- Each ELL is required to take all ELA assessments after one year of service
- Offer the SES After School Program
- Offer the Extended Day Program to support ELA and Math

Long-term ELLs with Extension of Services (4-6 years)

- Analyze data and identify the causes for long-term status, then provide Academic Intervention Services support in the areas of need
- Scaffold instruction to allow students to apply their prior knowledge to improve comprehension
- Use content area vocabulary and expect students to use in all modalities
- Implement Bloom's Taxonomy to develop high order thinking skills
- Differentiate instruction in all content areas
- Offer the Extended Day Program to support ELA and Math
- Offer the SES After School Program

Long-term ELLs (completed 6 years)

- Analyze data and identify the causes for long-term status, then provide AIS support in the areas of need
- Offer the Extended Day Program to support ELA and Math
- Offer the SES After School Program

SWD (Students with Disabilities)

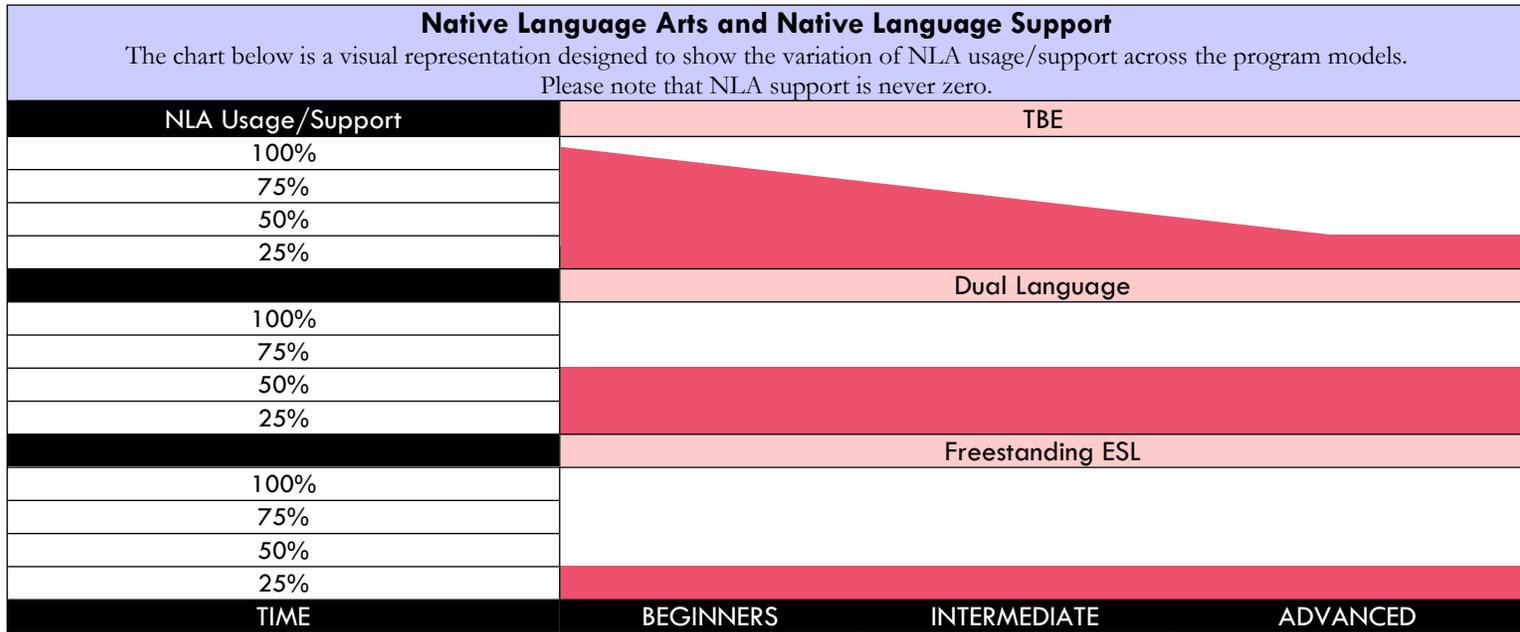
- Use visuals, manipulatives and other concrete materials for all content areas
- Differentiate center activities and hands-on experiences
- Use gestures, facial expressions and body language to make content comprehensible
- Provide writing frames (language pattern)
- Participate in a push-in/pull-out program for additional support in all language modalities
- Offer the Extended Day Program to support ELA and Math
- Offer the SES After School Program

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Intervention Programs for ELLs in ELA, Math, and other Content Areas

Our ELL population is provided with the following intervention services: ELLs in grades 1 through 5 are enrolled in the Extended Day Program where they are grouped by grade and class with heterogeneous language proficiency levels. The "Spotlight to English" by Santilliana, is the program utilized during this period. The focus of the program is on reading across the content areas with a heavy emphasis on the development of academic language. The program is offered to all of our ELLs with a 10:1 student-to-teacher ratio.

Our ELLs in grade 2-5 are afforded the opportunity to participate in our ELL Saturday Academy. The focus of the Academy is writing across all content areas. This program will provide the students with the opportunity to enhance their prior knowledge and vocabulary through monthly field experiences. Students will be exposed to the following programs to help them achieve these goals: Content Academic Vocabulary System (CAVS), Teach Me Writing, Grammar Workshop and Destination Reading.

The SES after-school program "BELL" is also offered to all qualifying ELLs in grades K through 5th.

Our transitional ELLs who reached English language proficiency on the NYSESLAT are entitled to two years of additional support. They are then grouped with entitled ELLs and receive support from the ESL teachers when they push in. These students also attend the ESL Extended Day Program and the After School Program. All ELLs participate in our VTS program (Visual Thinking Strategies). VTS is a school curriculum and teaching method that uses art to develop critical thinking, communication and visual literacy skills. This program uses thoughtful participation to nurture verbal language skills and writing assignments to assist transfer from oral to written ability.

One of the improvements we have made is the formation of an ELL teacher inquiry group. In this inquiry group, our ESL teacher cohort develops and plans scaffolded lessons based on Dr. Kinsella's strategies to improve content vocabulary. After analyzing student data, each teacher selects a group of students to examine the effectiveness of these strategies. This inquiry work provides valuable insight into our teaching practices.

A new program that was introduced into the ELL Saturday Academy this year was the Content Academic Vocabulary System for math by Northpoint Horizons. This program reinforces vocabulary through unique auditory instruction.

The transitional bilingual program has been discontinued this school year based on parental choice. The majority of parents in our school prefer an ESL program for their child.

All ELLs are afforded equal access to school programs. They are offered to participate in the extended day program (grades 1-5), afterschool program (grades K-5), Story Pirates (grades 2 and 3) and our Saturday Academy (grades 2-5). They also have the opportunity to try out for the school chorus. In addition, all of our ELLs in grades K-2 participate in "CookShop."

This year, our ELLs in grades 2 through 4 are given the opportunity to participate in an after school program where they write stories that are then performed by "Story Pirates." The Story Pirate curriculum is based on the core values of the writer's workshop and is designed to spark students' imagination and strengthen their confidence as writers. Students are given an extended opportunity to write and develop their creativity in a structured environment. Once students write their stories, they have the pleasure of seeing their writing brought to life by

the story pirate actors and actresses.

All classrooms and the ESL lab are equipped with a variety of materials that support the development of language acquisition and content skills. All our ELL classrooms have native language libraries, listening centers, computers, printers, and overhead projectors.

In the ESL program, native language support is given to scaffold the students as needed. Our ELLs receive the required services, resources, and accommodations according to appropriate ages and grade levels.

C. Schools with Dual Language Programs

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

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Professional Development and Support for School Staff

Professional Development and support for school staff will be ongoing throughout the school year. Workshops will be scheduled during faculty conferences, professional development days, and lunch and learn workshops. Topics for these ELL workshops are as follows:

- Identification Process
- Parental options and ELL programs
- What is ESL instruction – strategies/methodologies
- ESL in the content areas
- ELA/ESL standards
- Assessments and our ELL population (LAB-R/NYSESLAT)
- Differentiating instruction

These professional development sessions will be provided during the school year by our LAP Team members and our community organization ESL Specialist, Ms. Ortiz, to comply with the minimum 7.5-hour mandated ESL training for all staff, excluding teachers holding an ESL or bilingual license. A record of these hours for each staff member is kept on file.

In addition, an assistant principal, 2 ESL teachers and 2 common branch teachers are currently enrolled in the ELL Institute. The information learned is shared at grade level meetings and ESL bimonthly meetings, which our parent coordinator attends.

E. Parental Involvement

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

1. Parental Involvement

Our ELL parents are actively involved in all of our school activities. All parents are invited to attend after school hours events such as:

- Movie night-with students
- Family Literacy and Math night
- Saturday Title III workshops for Ell Parents 7 Sessions 8:30-10:30AM
- Open house
- “Day in a Life” Series
- Latino Project workshops facilitated by NYU

During the school day parents are invited to attend meetings/workshops presented by CBO's, and our PTA. Our ELL parents will also attend Title III workshops. These workshops are designed after parents complete surveys to indicate areas of interest. Parents will also receive a monthly newsletter and calendar created by our Parent Coordinator to inform them of upcoming events to assure high attendance.

To increase more parental participation and involvement parents are encouraged to take part by:

- Participation at School Leadership Team meetings
- Participation at PTA meetings
- Workshops for parents on such topics as academic standards and suggestions for activities that can enhance student achievement
- Communication of feedback from PAC
- Parental needs assessments
- Class Volunteers
- Participating in class trips
- Participating in classroom and school wide celebrations
- Multicultural Celebration

P.S. 274 provides the following support and technical assistant in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- Workshops facilitated by teacher teams for parents on preparing students for assessments
- Workshops offered by outside agencies, such as NYU
- Parent Coordinator supports communication between teachers and parents to ensure all information is translated into native languages.

P.S. 274 coordinates and integrates Title I with parental involvement strategies under the following other programs:

- The SES After school Program
- SES offers parent workshops for participating students

2. Partnership with other Agencies or Community Based Organizations

P.S. 274 enjoys collaborations with several community based organizations including NYU Early Childhood Latino Study, Woodhull Hospital's Asthma Project, Hope Gardens, the Coalition for Hispanic Family Services, St John The Baptist, Cornell University, and New York Psychotherapy and Counseling Center. These programs provide services and opportunities that address the academic, social, emotional, and health needs of our community. The NYU Latino Study offers intervention strategies to families of Latino descent to ensure that students complete their formal education. Through the Woodhull Hospital Asthma program our students have direct access to asthma screening services. Hope Gardens provides counseling and assistance for victims of domestic violence. Through Penny Harvest and City Harvest, our students learn about the importance of giving back to their community. Families donate food to City Harvest and their pennies to Penny Harvest for those less fortunate. New York Psychotherapy and Counseling Center provide services for both parents and students. P.S. 274 has established a partnership with several non-profit organizations such as St. John the Baptist which has provided various holiday gifts for our students.

3. Evaluation of Parental Needs

Parents complete an annual evaluation on the effectiveness of the parental involvement policy for improving school quality. The evaluation includes identifying barriers that limit parent participation. Particular attention focuses on parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The findings from this

evaluation affords us the opportunity to strengthen and revise our parent involvement policy and increase parental involvement.

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	7	11	3	0	21
4	6	15	5	0	26
5	10	9	2	0	21
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

The school provides materials and training to help parents work with their children to improve their academic achievement:

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2	1	12	1	5	0	1	0	22
4	0	1	13	2	7	0	4	0	27
5	2	3	12	1	5	1	0	0	24
6									0
7	Part V: Assessment Analysis								
8									
NYSAA Bilingual Spe Ed									0

Enter the number of ELLs for each test, category, and modality.

NYS Science									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	5	2	7	0	11	0	3	0	28
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	5	4	5	0	12	1	4	0	31
8									0
NYSAA Bilingual Spe Ed									0
WRITING	A	0	0	0	4	16	12		

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?

Based on Lab-R and NYSESLAT of 2010 the patterns vary across proficiency levels and grades. In kindergarten, the majority of our ELLs scored at an advanced level on the LAB-R. In level 1 (K-1) most of our students scored proficient in listening/speaking and an equal amount of students scored at a proficient and intermediate levels in reading/writing. In level 2 (grades 2-4), most ELLs scored at a proficient level in listening/speaking and advanced in reading/writing. Most 5th graders reached an advance level in listening/speaking and an intermediate level in reading/writing. These students will continue to receive intensive English language instruction in all four modalities with additional support in reading and writing using ESL methodologies and scaffolding techniques. The patterns across NYSESLAT modalities, reading/writing and listening/speaking provide teachers of ELLs with detailed information about students' strengths and challenges. They will serve as a resource in conjunction with ongoing observations and informal assessments to guide instruction. Based on 2010 data, our ESL teacher cohort is focusing on writing and content vocabulary.

The ELL Periodic Assessment is designed to measure student progress towards reaching English language proficiency. It is aligned with the New York State English as a Second Language and ELA Standards. This assessment provides teachers of ELLs with significant information about students' strengths and challenges. It will be used as a resource along with ongoing observations, informal assessments and other tools to drive instruction. Native language support will also be determined by the results of this assessment. Students are provided with bilingual glossaries in all content areas as well as native language content area books at the grade and age level appropriate in order to carry out tasks successfully.

The ESL cohort evaluates the success of our programs for ELLs by analyzing the overall performance of our students on the above mentioned assessment tools. We closely monitor as they develop academic and linguistic competence and begin to take charge of their learning. We then continue with the cycle of planning, assessing and evaluating.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
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	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 274 Kosciusko					
District:	32	DBN:	32K274	School		333200010274

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		10		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	53	53	54		90.6	92.1	91.9
Kindergarten	104	94	97				
Grade 1	114	109	103	Student Stability - % of Enrollment:			
Grade 2	116	109	92	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	123	115	99		89.8	92.2	91.8
Grade 4	128	125	103				
Grade 5	119	125	121	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		98.5	96.6	96.8
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		10	104	67
Grade 12	0	0	0				
Ungraded	1	6	3	Recent Immigrants - Total Number:			
Total	758	736	672	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					10	11	17

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	47	51	50	Principal Suspensions	24	15	17
# in Collaborative Team Teaching (CTT) Classes	11	12	0	Superintendent Suspensions	14	9	10
Number all others	33	19	24				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	33	18	TBD	Number of Teachers	69	65	58
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	17	14	8
# receiving ESL services only	95	112	TBD				
# ELLs with IEPs	4	8	TBD	Number of Educational Paraprofessionals	4	5	12

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	69.6	81.5	89.7
				% more than 5 years teaching anywhere	43.5	56.9	70.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	78.0	82.0	86.2
American Indian or Alaska Native	0.4	0.5	0.4	% core classes taught by "highly qualified" teachers	85.1	86.9	90.1
Black or African American	17.4	16.3	17.0				
Hispanic or Latino	78.2	78.0	78.1				
Asian or Native Hawaiian/Other Pacific	1.7	3.3	3.4				
White	2.0	1.4	1.0				
Male	53.6	53.0	55.7				
Female	46.4	47.0	44.3				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good			Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2			v		
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	X	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-	-				
Black or African American	v	v	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	X	v	-				
Limited English Proficient	vsh	v	-				
Economically Disadvantaged	v	v					
Student groups making	5	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	58.6	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	7.5	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	6.3	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	38.5						
<i>(Comprises 60% of the</i>							
Additional Credit:	6.3						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf