



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME :** P.S. 274

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 32K274

**PRINCIPAL:** MARITZA OLLIVIERRA

**EMAIL:** MOLLIVI@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** LILLIAN DRUCK

### SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Maritza Ollivierra	*Principal or Designee	
Helene Loomis	*UFT Chapter Leader or Designee	
Carmen Vasquez	*PA/PTA President or Designated Co-President	
Doris Rivers	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Barbara Hubert	UFT Member	
Michelle Cordero	UFT Member	
Maria Solis	Parent	
Monica Barzola	Parent	
Marina Sanchez	Parent	
Jimmy Sanchez	Member/	
Aimee Perez	Admin/CSA	

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #1**

By June 2012, the ELL student group will demonstrate progress towards achieving standards as **measured** by a 5% increase in students scoring at Level 3 and 4 on the NYS ELA assessment.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

After conducting a three-year trend analysis of student performance data on state assessments, it was determined that all student groups maintained their performance on the English Language Arts assessment, except for the ELL student group, which has showed a decrease in performance for the past three years. As a result, we have made progress for our ELL subgroup a priority goal for the school year.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

### **Activity #1**

- Professional Development: PD will be given on the following topics: Assessments to monitor and revise curriculum; use of rubrics with the language of the standards to provide specific feedback to students regarding their work; use of student data to plan and set goals; further development of inquiry as teams of teachers use data to inform differentiated lesson planning.
- Target Population(s): Teachers servicing ELLs and students in the ELL subgroup.
- Responsible Staff Members: Assistant Principal for ELLs, ESL coordinator, Instructional Specialists (internal and external) and Data Specialist
- Implementation Timeline: September 2011 through May 2012

## **Activity #2**

- **Integrating Technology:** Each ESL classroom will receive an interactive white board and an ELMO. Teachers will receive ongoing training on how to use and integrate the interactive whiteboard in their lessons. Students will have the opportunity to participate in hands on activities involving technology. A class set of iPads have been purchased for student use. The iPads can be borrowed and used to support instructional goals.
  - **Target Population(s):** Teams of Teachers working with ELLs and former ELLs not making acceptable gains.
  - **Responsible Staff Members:** Assistant Principal of ELLs, ESL coordinator, CFN support staff, Technology Specialist.
- Implementation Timeline:** September 2011 through May 2012

### **Strategies to increase parental involvement**

- Afford parents opportunity to attend the Spring 2012 SABE Conference
- ESL Coordinator and ELA Instructional Specialist will host ELA workshops and information sessions with parents. All material will be translated and interpretation support will be provided in Spanish, which is the dominant language spoken by parents in the school.
- Parent Coordinator will train parents on how to access and use ARIS Parent Link.
- School Librarian will provided workshops on navigating the school website and sharing educational age-appropriate ELA websites
- The school will host a curriculum night and create a parent resource library with user-friendly instructional materials and guides
- Parent Coordinator and Teachers will attend monthly PTA meetings to share information and address any questions or concerns
- A parent handbook will be updated, translated and distributed
- Parent workshops designed specifically for the parents of ELLs that focuses on the components of the NYSESLAT will be facilitated by our ESL Coordinator

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Work collaboratively with network ELL liaison to provide PD to staff towards achieving the city- mandated 7.5 hours of training.
- Administrative staff regularly attends hiring fairs to identify and recruit Highly-Qualified ELL teachers.
- Mentors are assigned to support struggling and new ESL/Bi-lingual teachers.
- Provide ESL/Bi-lingual teachers with a variety of PD opportunities. For example: CFN-supported workshops and the NYSABE conference
- Administrative staff works closely with the Office of Teacher Quality and Recruitment to garner the best candidates available to fill potential ESL/Bi-lingual vacancies

### **Service and program coordination**

- Our school participates in the Cookshop program which gives our ELL students real-life experiences meant to enhance oral language ability and literacy skills they will need in order to increase performance on the NY State ELA Exam.
- A Title 3 after school program has been established to focus specifically on the ELL subgroup and deliver targeted instruction in comprehension meant to increase student performance.
- A SAPIS worker is on staff part time that also supports the ELL subgroup with his instruction.
- SES provider, The Sports and Arts in Schools Foundation will provide after school literacy and math instruction, sports and dance to give this sub group additional experience to immerse them in the English language.

### **Budget and resources alignment**

As a Title 1 Schoolwide Program, Conceptual Consolidation allows us to combine Federal and local sources such as Fair Student Funding, Title 1 Funds, Contract For Excellence Funds, NYSTL Fund, Title 3 Funds and our human resources to implement this action plan from September 2011- June 2012 as follows:

- Purchase technology and teacher training to supplement student learning.
- Purchase of professional instructional materials to support curriculum development during the regular school day and extended time sessions.
- Consumable materials purchased for regular day and extended time sessions.
- Administration and teacher per session to fund school data team that will analyze ELL student data.
- Teacher substitute days funded to cover teachers of ELL students who are attending professional development.
- Title 3 Afterschool program will be implemented to provide for additional ELL support.

### **ANNUAL GOAL #2 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #2**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, the SWD student group will demonstrate progress towards achieving standards as measured by a 3% increase in students scoring at Level 3 and 4 on the NYS ELA assessment.

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

After conducting a three-year trend analysis of student performance data on state assessments, it was determined that all student groups maintained their performance on the English Language Arts assessment, except for the SWD student group, which has shown a decrease in performance from 2009 to 2010 (17.8% to 11.1%) with an increase in performance from 2010 to 2011 (11.1% to 12.1%). As a result, we will continue to make progress for our SWD subgroup a priority goal for the school year.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - e) strategies/activities that encompass the needs of identified student subgroups,
  - f) staff and other resources used to implement these strategies/activities,
  - g) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - h) timeline for implementation.

### **Activity #1**

- Professional Development: PD will be given on the following topics: Assessments to monitor and revise curriculum; use of rubrics with the language of the standards to provide specific feedback to students regarding their work; use of student data to plan and set goals; further development of inquiry as teams of teachers use data to inform differentiated lesson planning.
- Target Population(s): Teachers servicing SWDs and students in the SWD subgroup.
- Responsible Staff Members: Grade Supervisors , SWD coordinator, Instructional Specialists (internal and external) and Data Specialist
- Implementation Timeline: September 2011 through May 2012

### **Activity #2**

- Integrating Technology: Each SWD classroom will receive an interactive white board and an ELMO. Teachers will receive ongoing training on how to use and integrate the interactive whiteboard in their lessons. Students will have the opportunity to participate in hands on activities involving technology. A class set of iPads have been purchased for student use. The iPads can be borrowed and used to support instructional goals.
- Target Population(s): Teams of Teachers working with SWDs and former SWDs not making acceptable gains.
- Responsible Staff Members: Grade Supervisors, SWD coordinator, CFN support staff, Technology Specialist.
- Implementation Timeline: September 2011 through May 2012

### **Strategies to increase parental involvement**

- SWD Coordinator and ELA Instructional Specialist will host ELA workshops and information sessions with parents to provide strategies to support students at home. All material will be translated and interpretation support will be provided in Spanish, which is the dominant language spoken by parents in the school.
- Parent Coordinator will train parents on how to access and use ARIS Parent Link.
- The school will host a curriculum night and create a parent resource library with user-friendly instructional materials and guides
- Parent Coordinator and Teachers will attend monthly PTA meetings to share information and address any questions or concerns
- A parent handbook will be updated, translated and distributed
- Parents are sent invitations to attend city-wide SWD workshops.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Work collaboratively with network SWD liaison to provide PD to staff
- Administrative staff regularly attends hiring fairs to identify and recruit Highly-Qualified SWD teachers.
- Mentors are assigned to support struggling and new SWD teachers.
- Provide SWD teachers with a variety of PD opportunities. For example: CFN-supported workshops
- Administrative staff works closely with the Office of Teacher Quality and Recruitment to garner the best candidates available to fill potential SWD vacancies

**Service and program coordination**

- Our school participates in the Cookshop program which gives our SWD students real-life experiences meant to enhance oral language ability and literacy skills they will need in order to increase performance on the NY State ELA Exam.
- A SAPIS worker is on staff part time that also supports the SWD subgroup with his instruction and behavioral intervention.
- SES provider, The Sports and Arts in Schools Foundation will provide after school literacy and math instruction, sports and dance to give this sub group additional experience to practice comprehension.
- VTS (Visual Thinking Strategies) Program has been selected to facilitate student discussions around works of art meant to support and improve comprehension skills.

**Budget and resources alignment**

As a Title 1 Schoolwide Program, Conceptual Consolidation allows us to combine Federal and local sources such as Fair Student Funding, Title 1 Funds, Contract For Excellence Funds, Tax Levy IEP Teacher, Tax Levy IEP Para, NYSTL Funds and our human resources to implement this action plan from September 2011-June 2012 as follows:

- Purchase technology and teacher training to supplement student learning.
- Purchase of professional instructional materials to support curriculum development during the regular school day and extended time sessions.
- Consumable materials purchased for regular day and extended time sessions.
- Administration and teacher per session to fund school data team that will analyze students with disabilities data.
- Teacher substitute days funded to cover teachers of SWD students who are attending professional development.

### ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #3**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, the SWD student group will demonstrate progress towards achieving standards as measured by a 3% increase in students scoring at Level 3 and 4 on the NYS Math assessment.

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

After conducting a three-year trend analysis of student performance data on state assessments, it was determined that all student groups decreased their performance on the Math assessment by 3%, except for the ELL student group, which has showed a decrease in performance for the past three years. As a result, we have made progress for our SWD subgroup a priority goal for the school year.

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - i) strategies/activities that encompass the needs of identified student subgroups,
  - j) staff and other resources used to implement these strategies/activities,
  - k) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - l) timeline for implementation.

#### **Activity #1**

- Professional Development: PD will be given on the following topics: Assessments to monitor and revise curriculum; use of rubrics with the language of the standards to provide specific feedback to students regarding their work; use of student data to plan and set goals; further development of inquiry as teams of teachers use data to inform differentiated lesson planning.
- Target Population(s): Teachers servicing SWDs and students in the SWD subgroup.
- Responsible Staff Members: Grade Supervisors , SWD coordinator, Instructional Specialists (internal and external) and Data Specialist
- Implementation Timeline: September 2011 through May 2012

## **Activity #2**

**Incorporating High Level Demand Tasks:** Teachers will receive ongoing professional development on how to create high level demand tasks aligned to the Common Core Learning Standards. Teachers will participate in a study group, reading professional literature to increase teacher knowledge on developing critical thinking skills and improving teacher pedagogy. Inquiry teams will develop collaborative lessons that incorporate three high level demand tasks using Exemplars models.

- **Target Population(s):** Teams of Teachers working with SWDs and former SWDs not making acceptable gains.
- **Responsible Staff Members:** Grade Supervisors, SWD coordinator, Instructional specialist (internal and external), Data Specialist
- **Implementation Timeline:** September 2011 through May 2012

### **Strategies to increase parental involvement**

- SWD Coordinator and Math Instructional Specialist will host Math workshops and information sessions with parents to provide strategies to support students at home. All material will be translated and interpretation support will be provided in Spanish, which is the dominant language spoken by parents in the school.
- Parent Coordinator will train parents on how to access and use ARIS Parent Link.
- The school will host a curriculum night and create a parent resource library with user-friendly instructional materials and guides
- Parent Coordinator and Teachers will attend monthly PTA meetings to share information and address any questions or concerns
- A parent handbook will be updated, translated and distributed
- Parents are sent invitations to attend city-wide SWD workshops.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Work collaboratively with network Math liaison to provide PD to staff
- Administrative staff regularly attends hiring fairs to identify and recruit Highly-Qualified teachers.
- Mentors are assigned to support struggling and new SWD teachers.
- Provide SWD teachers with a variety of PD opportunities. For example: CFN-supported workshops
- Administrative staff works closely with the Office of Teacher Quality and Recruitment to garner the best candidates available to fill potential vacancies

### **Service and program coordination**

- Our school participates in the Cookshop program which gives our SWD students' real-life experiences meant to enhance mathematic ability and promote real world problem solving through cooking that will support math applications and increase performance on the NY State Math Exam.
- A SAPIS worker is on staff part time that also supports the SWD subgroup with his instruction and behavioral intervention.
- SES provider, The Sports and Arts in Schools Foundation will provide after school literacy and math instruction, sports and dance to give this sub group additional experience to practice mathematics. Curriculum for this program is chosen by the school and is aligned as closely as possible to regular school day.

### **Budget and resources alignment**

As a Title 1 Schoolwide Program, Conceptual Consolidation allows us to combine Federal and local sources such as Fair Student Funding, Title 1 Funds, Contract For Excellence Funds, Rollover Title 1 Correct 91, IDEA Para Funds, NYSTL Funds and our human resources to implement this action plan from September 2011-June 2012 as follows:

- Purchase technology and teacher training to supplement student learning..
- Consumable materials purchased for regular day and extended time sessions.
- Administration and teacher per session to fund school data team and data specialist that will analyze students with disabilities data.
- Teacher substitute days funded to cover teachers of SWD students who are attending professional development.
- CFN support in the form of professional development for math teachers of SWD students.

### **ANNUAL GOAL #4 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #4**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, 80% of students in grades 3 to 5 will use relevant and accurate facts and details from informational texts to support a point of view as defined by the Common Core Learning Standards.

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Based on an analysis of the 2011 NYS ELA and school benchmarks, it was determined that students meet the basic standard (Level 2) for constructed responses. Using relevant and accurate facts and details to support a point of view was determined to be a deficiency among the students. As a result, we have made using supporting details a priority goal in writing for the schoolyear.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - m) strategies/activities that encompass the needs of identified student subgroups,
  - n) staff and other resources used to implement these strategies/activities,
  - o) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - p) timeline for implementation.

### **Activity #1**

- Professional Development: PD will be given on the following topics: Assessments to monitor and revise curriculum; use of rubrics with the language of the standards to provide specific feedback to students regarding their work; use of student data to plan and set goals; teams of teachers use data to inform differentiated lesson planning.
- Target Population(s): Teachers servicing grades 3 to 5.
- Responsible Staff Members: Grade Supervisors, ESL coordinator, SWD coordinator, Instructional Specialists (internal and external) and Data Specialist
- Implementation Timeline: September 2011 through March 2012

### **Activity #2**

- Developing a CCLS aligned unit of study: In teams, look closely at current student work to understand the steps needed to reach the level of performance that the Common Core demands. Students will complete a task that asks them to read and analyze informational texts and write opinions in response. Teachers will look closely at resulting student work to determine unit goals, create teaching points and develop lesson plans for the unit of study. They will make instructional adjustments to the curriculum and communicate lessons to other school staff.
- Target Population(s): Teachers servicing grades 3 to 5.
- Responsible Staff Members: Grade Supervisors, ESL coordinator, SWD coordinator, Instructional Specialists (internal and external) and Data Specialist
- Implementation Timeline: September 2011 through February 2012

### **Strategies to increase parental involvement**

- ELA Instructional Specialist in conjunction with the Parent Coordinator and PTA will provide informational sessions on the rigor of the new Common Core Learning Standards
- Technology Specialist will provide parents with strategies to incorporate technology into the Common Core Learning Standards

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Work collaboratively with network ELA liaison to provide PD to staff
- Administrative staff regularly attends hiring fairs to identify and recruit Highly-Qualified teachers.
- Mentors are assigned to support struggling and new teachers.
- Provide teachers with a variety of PD opportunities. For example: CFN-supported workshops
- Administrative staff works closely with the Office of Teacher Quality and Recruitment to garner the best candidates available to fill potential vacancies

**Service and program coordination.**

- A SAPIS worker is on staff part time that also supports students throughout the school with his instruction and behavioral intervention. During lessons, students are often asked to analyze real-life situations and offer opinions.
- SES provider, The Sports and Arts in Schools Foundation will provide after school literacy and math instruction, sports and dance to give this sub group additional experience to practice skills. Curriculum for this program is chosen by the school and is aligned as closely as possible to having students engage in meaningful analysis of text and offer opinions in writing and discussion.
- CFN support is also provided to increase our knowledge of performance tasks and how they will be used as a tool to support this goal.

**Budget and resources alignment**

As a Title 1 Schoolwide Program, Conceptual Consolidation allows us to combine Federal and local sources such as Fair Student Funding, Title 1 Funds, Contract For Excellence Funds, TL Children First Network Support Funds, AARA RTTT Data Specialist Funds, NYSTL Funds and our human resources to implement this action plan from September 2011- June 2012 as follows:

- Purchase technology and teacher training to supplement student learning..
- Consumable materials purchased for regular day and extended time sessions.
- Literacy coach will provide professional development on how to use assessments to revise instruction, differentiation in planning, improving student work rubrics as well as other topics relating to our goal.
- Teacher substitute days funded to cover teachers of students who are attending professional development.

**ANNUAL GOAL #5 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #5**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, 80% of Kindergarten and Third grade students will effectively use mathematical representations to solve problems or portray solutions in the operations and algebraic thinking strand derived from the Common Core Learning Standards.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Based on an analysis of school benchmarks, it was determined that students meet the basic standard (Level 2) for operations and algebraic thinking. Using mathematical representations to solve problems was determined to be a deficiency among the students. As a result, we have made modeling with mathematics and constructing viable arguments a priority goal in math for these grades.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - q) strategies/activities that encompass the needs of identified student subgroups,
  - r) staff and other resources used to implement these strategies/activities,
  - s) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - t) timeline for implementation.

### **Activity #1**

- Professional Development: PD will be given on the following topics: Assessments to monitor and revise curriculum; use of Exemplars Standards-Based Math rubrics to provide specific feedback to students regarding their work; use of student data to plan and set goals; teams of teachers use data to inform differentiated lesson planning focusing on the use of procedures for deeper levels of understanding.
- Target Population(s): Teachers servicing Kindergarten and Third Grade.
- Responsible Staff Members: Grade Supervisors, ESL coordinator, SWD coordinator, Instructional Specialists (internal and external) and Data Specialist
- Implementation Timeline: September 2011 through January 2012

### **Activity #2**

- Developing a CCLS aligned unit of study: In teams, look closely at current student work to understand the steps needed to reach the level of performance that the Common Core demands. Students will engage in a cognitively demanding task that requires them to demonstrate their ability to model with mathematics and construct and explore their mathematical reasoning. Teachers will look closely at resulting student work to determine unit goals, create teaching points and develop lesson plans for the unit of study. They will make instructional adjustments to the curriculum and communicate lessons to other school staff.
- Target Population(s): Teachers servicing Kindergarten and Third Grade.
- Responsible Staff Members: Grade Supervisors, ESL coordinator, SWD coordinator, Instructional Specialists (internal and external)

and Data Specialist  
Implementation Timeline: September 2011 through January 2012

**Strategies to increase parental involvement**

- Math Instructional Specialist in conjunction with the Parent Coordinator and PTA will provide informational sessions on the rigor of the new Common Core Learning Standards
- Technology Specialist will provide parents with strategies to incorporate technology into the Common Core Learning Standards

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Work collaboratively with network Math liaison to provide PD to staff
- Administrative staff regularly attends hiring fairs to identify and recruit Highly-Qualified teachers.
- Mentors are assigned to support struggling and new teachers.
- Provide teachers with a variety of PD opportunities. For example: CFN-supported workshops
- Administrative staff works closely with the Office of Teacher Quality and Recruitment to garner the best candidates available to fill potential vacancies

**Service and program coordination**

- SES provider, The Sports and Arts in Schools Foundation will provide after school math instruction, sports and dance to give this sub group additional experience to practice skills. Curriculum for this program is chosen by the school and is aligned as closely as possible to having students engage in the use of mathematical representations to solve word problems aligned to the Common Core Standards. The school's math coach has been designated lead teacher of the program to ensure implementation of the concepts.
- CFN support is also provided to increase our knowledge of performance tasks and how they will be used as a tool to support this goal.
- Exemplars professional development will also be attended by our staff to assist with the students gaining a deeper understanding of mathematical concepts.

**Budget and resources alignment**

As a Title 1 Schoolwide Program, Conceptual Consolidation allows us to combine Federal and local sources such as Fair Student Funding, Title 1 Funds, Title IIA Supplemental Funds, TL Children First Network Support Funds, AARA RTTT Data Specialist Funds, NYSTL Funds and our human resources to implement this action plan from September 2011- June 2012 as follows:

- Math coach will provide professional development on how to use assessments to revise instruction; use of Exemplars Standards Based Math rubrics, focusing on deeper understanding of math concepts, creating Common Core aligned units of study as well as other topics relating to our goal.
- Teacher substitute days funded to cover teachers of students who are attending professional development.
- Instructional cabinet will be a forum for best practices to be shared and inquiry teams will meet to validate these attempts.

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- 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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	3	1	N/A	N/A	5	0	0	3
<b>1</b>	53	10	N/A	N/A	10	0	0	4
<b>2</b>	66	32	N/A	N/A	8	3	3	3
<b>3</b>	50	22	N/A	N/A	15	2	2	1
<b>4</b>	48	35	2	1	12	0	0	4
<b>5</b>	45	27	6	3	2	0	0	3
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<p><b>ELA</b></p>	<p><b>Intervention Specialists</b> –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. The Administrative Team, Instructional Coaches, ESL Coordinator and the IEP Teacher works with students in grades K – 5 (including SWDs and ELLs). At-risk students receive targeted reading and writing intervention through small-group instruction.</p> <p>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 <b>ESL Coordinator</b> provides 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 Common Core and NY State Standards.</p> <p>The <b>Extended Day Program</b> 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 <b>ELL Academy</b> meets on Monday and Tuesday from 3pm to 5pm.. There are 3 classes. One class comprised of second and third graders, one fourth grade class and one fifth grade class. During these sessions the students receive targeted instruction in writing across the content areas, incorporating ELL strategies.</p> <p>The reading intervention specialist uses a wide variety of researched based programs. Some of the programs used are Reading A-Z, Great Leaps, Foundations,, LeapTrack, Spotlight, Reader’sTheater, etc.</p>
<p><b>Mathematics</b></p>	<p><b>Intervention Specialists</b> provide at-risk students and students with special needs, including SWDs and ELLs, additional support that is customized to meet each student’s particular challenges during the course of the school day. Problem solving strategies, content vocabulary and math content are integral components of this program. Manipulatives and technology are used to reinforce math skills.</p> <p>The <b>Extended Day Program</b> 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. The Robotic program provides math enrichment to challenge our high achieving students in grades 4 and 5. The <b>ELL Academy</b> meets on Monday and Tuesday from 3pm to 5pm.. There are 3 classes. One class comprised of second and third</p>

	<p>graders, one fourth grade class and one fifth grade class. During these sessions the students receive targeted instruction in mathematics, incorporating ELL strategies.</p> <p>The math intervention specialists 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>
<b>Science</b>	<p><b>Intervention Specialists</b> work with small groups of students, including Students with Disabilities and English Language Learners, during the day and enables students to read nonfiction science literature that will enhance their knowledge of the world around them. 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 content 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 <b>Extended Day Program</b> 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. The Robotic program provides science enrichment to challenge our high achieving students in grades 4 and 5.</p> <p>The <b>ELL Academy</b> meets on Monday and Tuesday from 3pm to 5pm.. There are 3 classes. One class comprised of second and third graders, one fourth grade class and one fifth grade class. During these sessions the students receive targeted instruction in writing across the content area, incorporating ELL strategies.</p>
<b>Social Studies</b>	<p><b>Intervention Specialists</b> 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. 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 standards for social studies. Technology is also incorporated into the lessons to engage students.</p> <p>The <b>Extended Day Program</b> 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> <p>The <b>ELL Academy</b> meets on Monday and Tuesday from 3pm to 5pm.. There are 3 classes. One class comprised of second and third graders, one fourth grade class and one fifth grade class. During these sessions the students receive targeted instruction in writing across the content area, incorporating ELL strategies.</p>
<b>At-risk Services provided by the Guidance Counselor</b>	<p><b>At-risk Services Provided by the Guidance Counselor:</b></p> <p>Our guidance counselor provides effective intervention for students in our general education and Special Education settings, who are experiencing social, emotional, and other difficulties , These individual or group sessions focus on coping skills, stress reduction and building self-esteem.</p>

<p><b>At-risk Services provided by the School Psychologist</b></p>	<p><b>At-risk Services Provided by the School Psychologist:</b>  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. Referrals to outside agencies are provided when necessary.</p>
<p><b>At-risk Services provided by the Social Worker</b></p>	<p><b>At-risk Services Provided by the Social Worker:</b>  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. 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 individual or small group sessions using strategies such as role playing and anger management.</p>
<p><b>At-risk Health-related Services</b></p>	<p><b>At-risk Health-related Services:</b> Students come to the Health Room on a regular basis for medication, treatment and information. Workshops are provided on diabetes management, asthma and wellness. Through the HOP (Healthy Options and Physical activity program) students learn how their daily diet choices and physical activity affects their well being.</p>

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent-Teacher Association as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- Parents and schools will share the responsibility for high student performance by providing workshops and information;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- In carrying out the Title 1, 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;

- 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, proficiency levels and school-wide, city and state report cards,

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

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent-Teacher Association and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter and school website designed to keep parents informed about school activities and student progress;

#### ***SCHOOL-PARENT COMPACT***

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

#### **I. School Responsibilities**

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers
- provide differentiated instruction

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

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- provide additional academic support through parent workshops that will help students meet school-wide expectations and goals.

- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;

- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;
- stay informed about my child's education and communication with the school by promptly reading all school related notices.

### **III. Student Responsibilities:**

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

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN: 32K274      School Name: Kosciuszko School**

*Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.*

**Phase:**                                       Improvement Year 1                                       Improvement Year 2  
 Corrective Action Year 1                                       Corrective Action Year 2                                       Restructuring  
Year 1  Restructuring Year 2                                       Restructuring Advanced

**Category:**     Basic                                       Focused     Comprehensive

**Intervention:**                       School Quality Review (SQR)                                       External School Curriculum Audit (ESCA)  
 Joint Intervention Team visit (JIT)                                       Not Required for 2011-2012

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### **Part A: For All SINI Schools (Title I and non-Title I)**

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

#### **ELL ELA subgroup:**

**The ELL subgroup (Grades 3-5) failed to meet the AYP for the 2010 – 2011 school year. School level data indicates a need for materials that support critical thinking experiences.**

#### **SWD ELA subgroup:**

**School level data has shown us that this group of students are also in need of materials that will support running record growth.**

#### **SWD Math subgroup:**

**School level data has indicated that the SWD math subgroups are in need of more real life applications relating to concepts taught.**

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
    - **Professional Development will be provided for the identified ELL and SWD subgroups through per diem subs and per session activities. This professional development will focus on smartboard training, curriculum planning and performance task based units.**
-

## **Part B: For Title I SINI Schools Only**

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 will be used to remove the school from school improvement.

**Title I 10% funding is being used to fund a Literacy and Math Coach for our school. These coaches provide focused and differentiated professional development for teachers of the identified subgroups in order to increase proficiency.**

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

**Only one teacher requires mentoring at this point. The teacher is mentored 2 periods per week. Mentoring includes observations, lesson planning, IEP process, classroom and time management.**

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.

**Two PTA meetings and Question/Answer sessions are planned to inform parents of our SINI status. Translators are present at both meetings. In addition, a letter informing parents of our school's identification was sent to all families of our students. Our status was also announced to parents through our November/December Parent Newsletter.**

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Christopher Groll</b>	District <b>32</b>	Borough <b>Brooklyn</b>	School Number <b>274</b>
School Name <b>Kosciuzsko School</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>Maritza Ollivierra</b>	Assistant Principal <b>Karen Lee Minogue</b>
Coach <b>Michelle Cordero (ELA)</b>	Coach <b>Joanne Bruno (Math)</b>
ESL Teacher <b>Vilma Molina, ESL Coordinator</b>	Guidance Counselor <b>Madeline Robles</b>
Teacher/Subject Area <b>Amy Chan, ESL Teacher</b>	Parent <b>Felipa Lumbreras</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Migdalia Surita</b>
Related Service Provider <b>type here</b>	Other <b>Celia Perez, Parent</b>
Network Leader <b>Ada Orlando</b>	Other <b>type here</b>

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<b>3</b>	Number of certified bilingual teachers	<b>5</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>1</b>		

### D. School Demographics

Total number of students in school	<b>633</b>	Total Number of ELLs	<b>117</b>	ELLs as share of total student population (%)	<b>18.48%</b>
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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. 

Our initial identification process is conducted by Ms. Vilma Molina, ESL Coordinator or Ms. Amy Chan, ESL licensed teacher who are trained pedagogues and speak Spanish or Chinese, respectively. The following are the steps to initially identify students who may be ELLs. These steps ensure 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 Identification Survey (HLIS) in the parents' preferred language. 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 Ms. Molina or Ms. Chan who are licensed and trained pedagogues 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) either by Ms. Molina or Ms. Chan. 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.

Our ESL Coordinator, sends home an entitlement letter on school letterhead notifying parents/guardians of their child's entitlement status in the parents' preferred language. To ensure that parents have received this notification, the parents are asked to sign this letter and a copy is kept in the ESL coordinator's room. Once parents of students who are entitled are notified, they are invited to an ELL parent orientation conducted by Ms. Molina, and Migdalia Surita, Parent Coordinator, where they are informed of the different ELL programs and services. Ms. Molina, sends letters home notifying parents of the date and time of orientation. If the parent does not attend, a phone call is made for rescheduling. To ensure parents are reminded of the importance of attending this meeting, the day before the orientation, Ms. Molina, gathers all the children during dismissal and personally delivers the orientation letters to the parents as they pick up their child. Orientation sessions are scheduled at times convenient to the parents. An agenda and an attendance sheet is created for each orientation session. 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, regardless of programs currently offered at the school. Parents also view a parent orientation video in their native language where the New York City Schools Chancellor gives additional information about the programs available for ELLs in the NYC School System. Parents have the opportunity to ask questions about the different programs offered. Ms. Molina, ESL Coordinator then asks parents to complete a Parent Survey and a Program Selection form. They are allowed to choose a Freestanding ESL program, a Bilingual Program, or a Dual Language Program in NYC based on the information received. These forms are collected, and students are placed in a program as per parental choice. Our ESL Coordinator, sends placement letters home in the parent's preferred language to inform parents of the program their child has been placed in as per their selection. Ms. Molina maintains a record of these placement letters in her office. In the event that a Program Selection Form is not completed by the parent, the Transitional Bilingual Program will be assigned as the first choice as per CR Part 154. As part of the orientation parents are informed of the regulation that schools must form bilingual programs in NYC public schools when there are 15 or more students in two contiguous grades in grades 2 to 5. In the event that a parent selects a program that is currently not offered, the parent is then informed of a transfer option to another school where the program is available. At this orientation, parents are also informed that their child will continue to be entitled until they reach the designated English language

proficiency levels on the NYSESLAT. The required information for newly identified ELLs is entered into the ELPC screen on ATS once the student is placed in a program.

Ms. Molina, ESL Coordinator, obtains an RLAT report from ATS to analyze and determine NYSESLAT eligibility status. The ESL cohort (Ms. Aguinaga, Ms. Sosa, Ms. Jimenez, Ms. Minogue, Ms. Chan, Ms. Quiles, Ms. Molina and Ms. Caraballo) meets to analyze the data and make sure every child is checked for eligibility for the NYSESLAT.

Prior to students taking the NYSESLAT, all parents are invited to attend a workshop presented by the ESL Coordinator 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, entitlement letters along with the NYSESLAT report are sent home to notify and inform parents about whether or not the child is still entitled to receive language support in the following school year. Parents are also notified when their child reaches English Language Proficiency and of the continued two years of support services available to them. A copy of these letters is kept in Ms. Molina's office.

Translation and interpretation services are offered to parents at every meeting by an on-site staff member.

The program models at our school are aligned to parents' choice of program for their child. Last year, seven parents selected a transitional bilingual placement. Of those seven who chose a transitional bilingual program, four selected a Spanish bilingual program and three 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 were not currently offered at our school. The parents were given a list of schools in the area that offered their first choice preference. Ultimately though, these parents chose to place their child in the ESL program at P.S. 274. There were three parents who did not attend the parent orientation meeting and were thus considered a part of the transitional bilingual category by default.

According to the parent surveys and program selection forms for the 2011-2012 school year, the majority of parents requested an ESL placement. Twenty parents selected this program, while one parent chose a bilingual Spanish program and one chose a Chinese dual language program. We had three parents (two kindergarteners and one second grader) that did not attend this year's parent orientation meeting, and therefore by default their selection becomes a transitional bilingual Spanish program. At this time, we do not have significant numbers across two consecutive grades to open a bilingual class. As a result, the students were 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 when building alignment between parent choice and program offerings during the school year. The original 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\*

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

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

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

refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	119	Newcomers (ELLs receiving service 0-3 years)	87	Special Education	7
SIFE	2	ELLs receiving service 4-6 years	27	Long-Term (completed 6 years)	5

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	87	2	3	27	0	2	5		1	119
<b>Total</b>	<b>87</b>	<b>2</b>	<b>3</b>	<b>27</b>	<b>0</b>	<b>2</b>	<b>5</b>	<b>0</b>	<b>1</b>	<b>119</b>

Number of ELLs in a TBE program who are in alternate placement:

### 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

**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
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

**Dual Language (ELLs/EPs)**

**K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**Dual Language (ELLs/EPs)**

**9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

**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	22	21	20	6	17	22								108
Chinese	1	3												4
Russian														0
Bengali														0
Urdu														0
Arabic			1			1								2
Haitian														0
French		1			1									2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	2												3
<b>TOTAL</b>	<b>24</b>	<b>27</b>	<b>21</b>	<b>6</b>	<b>18</b>	<b>23</b>	<b>0</b>	<b>119</b>						

## 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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Our school provides our ELL population with programs and services mandated by CR Part 154 as per parental option. All programs use a balanced approach to literacy, including high-quality instructional practices and ESL methodology that facilitate academic excellence for our ELLs. The programs are also aligned with Common Core and NYS 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 currently have one self-contained ESL class in the 4th grade. In grades K, 1, 2, 3, and 5 we have a push-in ESL program and a push-in and pull-out program for our students with disabilities. All ELLs receive an additional period of extra support from the ESL teachers once a week to

## A. Programming and Scheduling Information

prepare them for the upcoming NYSESLAT. Students eligible for ESL services were placed in one designated class on each grade level to ensure that they all receive the mandated units of ESL services. This allows the classroom and ESL teachers to plan together and co-teach. Our 5th grade is departmentalized, to increase our students' independence and prepare them to transition to middle school. These students travel together as a group to receive content area instruction with a different teacher, and the ESL teacher pushes in for support. Students receive materials in English and their native language in Math, Science and Social Studies to make content comprehensible and to enrich language development. They also have access to glossaries, technology, talking dictionaries, and bilingual dictionaries in these subjects. Teachers often summarize the lesson in the students' native language or work with individual students to make sure they comprehend .

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 eight units of ESL and advanced students receive four units of ESL. Each unit of instruction equals 50 minutes. Beginner and Intermediate students will receive 360 minutes per week. Advanced students will receive 180 minutes per week. Teachers ensure that the mandated number of instructional minutes is provided according to the proficiency level of the ELLs. The ESL teachers and classroom teachers communicate with one another on a daily basis.

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 into the second language.

In the event of opening a TBE program, instruction would be 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 gradually increases using ESL methodologies and native language instruction decreases.

All content areas are delivered in English using ESL methodologies and instructional strategies with language development support in the students' native language. Teachers maintain a native language classroom library with age- and grade-appropriate books that reflect the current unit of study. Students are provided with bilingual dictionaries and glossaries, technology enrichment in the native language, and a buddy system to provide support for newcomers. 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.

We ensure that ELLs are appropriately evaluated in their native language by conducting an informal assessment in listening, speaking, reading and writing and evaluate how literate the child is in their native language. We also use the Spanish LAB as a tool of assessment to evaluate their proficiency levels in their native language.

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 2011-2012.

### School Plan for 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 experiences, and additional music and art classes
- Offer the Extended Day Program (Mondays, Tuesdays and Wednesdays) to support all content areas
- Students receive the mandated units of ESL
- Students participate in visual thinking strategy lessons to improve critical thinking and language skills through discussion of visual images
- Students are offered to attend the ELL Academy After School Program (Mondays and Tuesdays)
- Students are offered the SES (Sports and Arts in Schools Foundation) After School Program (Wednesdays, Thursdays and Fridays)

### School Plan for Newcomers 0-3 years

## Native Language Usage and Supports

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

Native Language Usage/Support

Transitional Bilingual Education (TBE)

100%

## A. Programming and Scheduling Information

- A buddy student is selected as a peer tutor
- Each student is provided with a welcome packet which includes word cards with visuals

## B. Programming and Scheduling Information--Continued

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

Our ELL population is provided with the following intervention services: On every grade there is an ESL/Bilingual certified teacher who provides support in the native language. All 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 on English" by Santillana, is the program utilized during this period. The focus of the program is on reading and writing across the content areas with a heavy emphasis on the development of academic language. Each thematic unit addresses Math, Science, Social Studies, Music and Art. The program is offered to all of our ELLs with a 10:1 student-to-teacher ratio. The ELLs and Students With Disabilities are provided with grade level materials across all content areas and are grouped in a 5:1 ratio.

Our ELLs in grades 2-5 are afforded the opportunity to participate in our ELL After School Academy on Mondays and Tuesdays. 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 a book-making process. Students will be exposed to the following programs to help them achieve these goals: Math Content Academic Vocabulary System (CAVS), Journeys for Science, Teach Me Writing, Step By Step and Language Pattern and Usage. Students are also afforded the opportunity to use technology such as Smart Boards, computers, laptops, iPads and Elmos.

The SES after school program (Sports and Arts in Schools Foundation) is also offered to all qualifying ELLs in grades K through 5th. This SES Program provides extra support in English Language Arts and Mathematics to help students meet their educational goals. This Program also offers a wide variety of clubs to help enrich the lives of students. These clubs include dance, art, sports, technology and music.

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.

We continue to build upon last year's ELL teacher inquiry group which developed and planned 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.

For the school year 2011-2012, no ELL programs have been discontinued.

All ELLs are afforded equal access to school programs. They are offered to participate in our Extended Day program on Mondays, Tuesdays and Wednesdays (grades 1-5), our SES after school program on Wednesdays, Thursdays and Fridays (grades K-5), and our ELL Academy every Monday and Tuesday (grades 2-5). They also have the opportunity to audition for the school chorus and band. In addition, all of our ELLs in grades K-5 participate in "CookShop," which is a hands-on nutritional education program. This program allows students to use their five senses to develop descriptive language.

All classrooms and the ESL lab are equipped with a variety of materials that support the development of language acquisition and content

## **A Programming and Scheduling Information**

## **B. Programming and Scheduling Information--Continued**

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All classrooms and the ESL lab are equipped with a variety of materials that support the development of language acquisition and content skills. Our ELL classrooms have native language libraries, listening centers, computers, printers, Elmos and SMART Boards. In the ESL program, native language support is given to scaffold the students as needed. Students are provided with glossaries in the native language

## B. Programming and Scheduling Information--Continued

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## Courses Taught in Languages Other than English

### 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)?

At this time, we do not have a dual language program.

Math:

### 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 which includes administrators, all teachers, paraprofessionals, the guidance counselor, the School Based Support Team, speech therapists, the secretary, occupational/physical therapists, and the parent coordinator will be ongoing throughout the school year. Throughout the year workshops will be scheduled during faculty conferences (1<sup>st</sup> Monday of every month), professional development days, and lunch and learn workshops. Topics for these ELL workshops are as follows:

- What is ESL instruction? – strategies/methodologies--TBA
- Analyzing Assessments and our ELL population (LAB-R/NYSESLAT) (November 8<sup>th</sup>)
- Helping ELLs write across all content areas--TBA
- Using technology to create interactive lessons to engage ELLs (December 13)
- Scaffolding writing lessons for ELLs ---TBA
- Developing Writing Rubrics TBA
- Developing Hands-on Math Activities to engage ELL's --TBA

Our Guidance Counselor has received training for supporting ESL students in both, learning a new language and transitioning to a new environment.

These professional development sessions will be provided during the school year by our LAP Team members and our community organization ESL Specialist, Ms. Betty 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 along with the agenda and attendance by our ESL Coordinator.

Our CFN 412 also offers professional development throughout the year, and a monthly calendar is forwarded to the Principal and Assistant Principals. Based on the focus of the professional development, a teacher is selected to represent our school and is then responsible for turn-keying at the next ELL teacher cohort.

Our ESL/Bilingual teachers and administrators will attend the 35th Annual SABE Teacher Institute in the Spring of 2012. They will be afforded the opportunity to participate actively in a wide variety of workshops and presentations on best pedagogical practices for bilingual and ESL learners. These teachers will turnkey the information they received at the next faculty conference and grade level meeting.

### 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. Letters are sent home in the parent's native language to invite them to attend and participate in all school events such as:

## 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. Letters are sent home in the parent's native language to invite them to attend and participate in all school events such as:

- Movie Night with students
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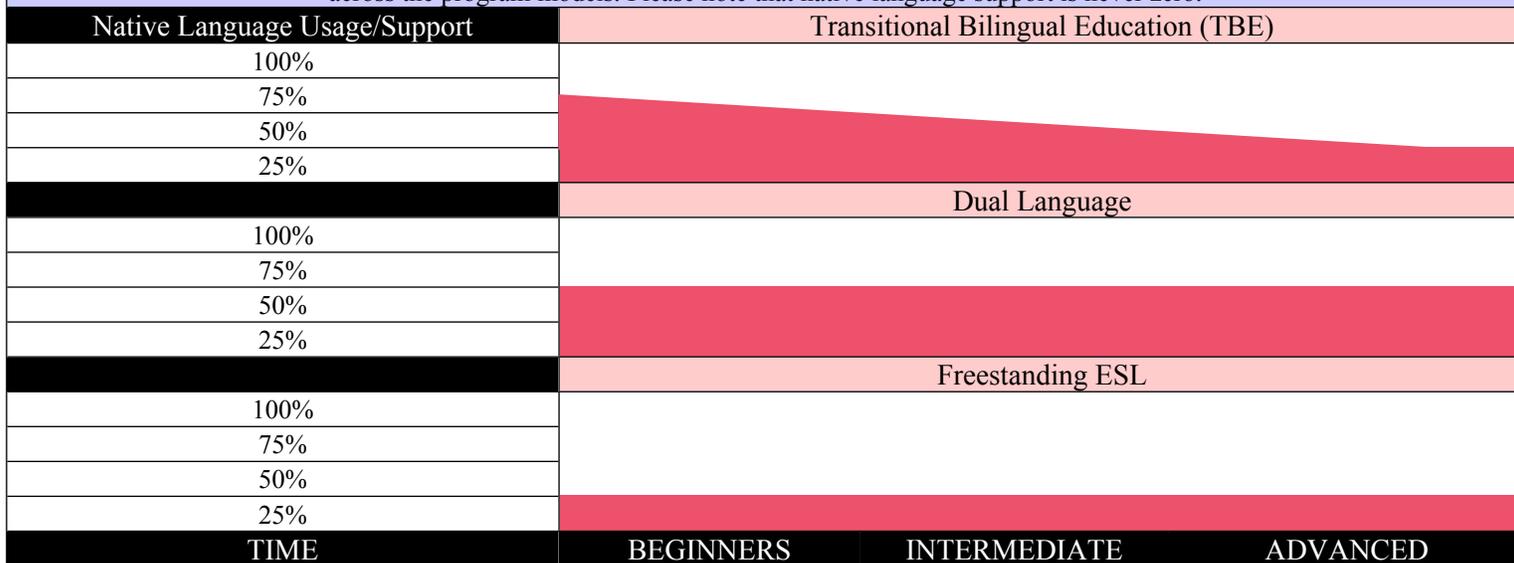
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Usage and Supports**

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

**B. Programming and Scheduling Information--Continued**

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

Our ELL population is provided with the following intervention services: On every grade there is an ESL/Bilingual certified teacher who provides support in the native language. All 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 on English" by Santillana, is the program utilized during this period. The focus of the program is on reading and writing across the content areas with a heavy emphasis on the development of academic language. Each thematic unit addresses Math, Science, Social Studies, Music and Art. The program is offered to all of our ELLs with a 10:1 student-to-teacher ratio. The ELLs and Students With Disabilities are provided with grade level materials across all content areas and are grouped in a 5:1 ratio.

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Our ELLs in grades 2-5 are afforded the opportunity to participate in our ELL After School Academy on Mondays and Tuesdays. 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 a book-making process. Students will be exposed to the following programs to help them achieve these goals: Math Content Academic Vocabulary System (CAVS), Journeys for Science, Teach Me Writing, Step By Step and Language Pattern and Usage. Students are also afforded the opportunity to use technology such as Smart Boards, computers, laptops, iPads and Elmos.

The SES after school program (Sports and Arts in Schools Foundation) is also offered to all qualifying ELLs in grades K through 5th. This SES Program provides extra support in English Language Arts and Mathematics to help students meet their educational goals. This Program also offers a wide variety of clubs to help enrich the lives of students. These clubs include dance, art, sports, technology and music.

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.

We continue to build upon last year's ELL teacher inquiry group which developed and planned 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.

For the school year 2011-2012, no ELL programs have been discontinued.

All ELLs are afforded equal access to school programs. They are offered to participate in our Extended Day program on Mondays, Tuesdays and Wednesdays (grades 1-5), our SES after school program on Wednesdays, Thursdays and Fridays (grades K-5), and our ELL Academy every Monday and Tuesday (grades 2-5). They also have the opportunity to audition for the school chorus and band. In addition, all of our ELLs in grades K-5 participate in "CookShop," which is a hands-on nutritional education program. This program allows students to use their five senses to develop descriptive language.

All classrooms and the ESL lab are equipped with a variety of materials that support the development of language acquisition and content skills. Our ELL classrooms have native language libraries, listening centers, computers, printers, Elmos and SMART Boards. In the ESL program, native language support is given to scaffold the students as needed. Students are provided with glossaries in the native language

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## 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.

## 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)?

At this time, we do not have a dual language program.

## 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 which includes administrators, all teachers, paraprofessionals, the guidance counselor, the School Based Support Team, speech therapists, the secretary, occupational/physical therapists, and the parent coordinator will be ongoing throughout the school year. Throughout the year workshops will be scheduled during faculty conferences (1<sup>st</sup> Monday of every month), professional development days, and lunch and learn workshops. Topics for these ELL workshops are as follows:

- What is ESL instruction? – strategies/methodologies--TBA
- Analyzing Assessments and our ELL population (LAB-R/NYSESLAT) (November 8<sup>th</sup>)
- Helping ELLs write across all content areas--TBA
- Using technology to create interactive lessons to engage ELLs (December 13)
- Scaffolding writing lessons for ELLs ---TBA
- Developing Writing Rubrics TBA
- Developing Hands-on Math Activities to engage ELL's --TBA

Our Guidance Counselor has received training for supporting ESL students in both, learning a new language and transitioning to a new environment.

These professional development sessions will be provided during the school year by our LAP Team members and our community organization ESL Specialist, Ms. Betty 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 along with the agenda and attendance by our ESL Coordinator.

Our CFN 412 also offers professional development throughout the year, and a monthly calendar is forwarded to the Principal and Assistant Principals. Based on the focus of the professional development, a teacher is selected to represent our school and is then responsible for turn-keying at the next ELL teacher cohort.

Our ESL/Bilingual teachers and administrators will attend the 35th Annual SABE Teacher Institute in the Spring of 2012. They will be afforded the opportunity to participate actively in a wide variety of workshops and presentations on best pedagogical practices for bilingual and ESL learners. These teachers will turnkey the information they received at the next faculty conference and grade level meeting.

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# Part V: Assessment Analysis

## A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	10	18	6	3	3	2								42
Intermediate(I)	3	7	9	3	4	5								31
Advanced (A)	10	1	9	1	9	15								45
Total	23	26	24	7	16	22	0	0	0	0	0	0	0	118

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		5	1	1	1	0							
	I		3	3	3	0	3							
	A		10	11	2	5	5							
	P		7	9	1	10	10							
READING/ WRITING	B		17	7	2	3	1							
	I		7	9	4	4	5							
	A		1	7	1	9	11							
	P		0	1	0	0	1							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	3	12	0	0	15
5	5	17	5	0	27
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	4	2	9	1	2	1	0	0	19

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	2	0	15	2	9	2	0	0	30
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2	1	13	2	10	1	0	0	29
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - 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?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

The assessment tools our school uses to assess the early literacy skills of our ELLs are ECLAS, running records and ELA benchmark assessments. This data provide us with significant information about our ELLs' literacy skills. Teachers are then required to use these results to develop lesson plans and differentiate activities according to students' needs. The ESL providers work with classroom teachers to ensure curricular alignment in order to help ELLs meet or exceed Common Core and NYS Standards.

Based on the LAB-R and NYSESLAT results of 2011, 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 at an advanced level in listening/speaking and most of them scored at a beginner level in reading/writing. In level 2 (grades 2-4), most ELLs scored at a proficient level in listening/speaking and intermediate and advanced in reading/writing. Most 5th graders reached a proficient level in listening/speaking and an advanced 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 in acquiring academic language, reading and writing skills. The patterns across NYSESLAT modalities (listening/speaking and reading/writing) provide teachers of ELLs with detailed information about students' strengths and challenges. Teachers across all grades and ESL teachers will be working on developing writing skills through modeling, shared writing, and independent writing and emphasis will be made on grammar and implementing the writing process. Teachers will monitor closely and provide support to students when making oral and written reports. Teachers will emphasize with modeling and direct teaching of reading skills. They will focus on main idea, compare and contrast, sequencing, predicting, activating prior knowledge, fact and opinion, note-taking and retelling. Teachers will serve as a resource in conjunction with ongoing observations to guide instruction using reading and writing strategies, which make the text comprehensible and meaningful to students. Based on 2011 data, our ESL teacher cohort will start our year focusing on writing and content vocabulary.

Certain patterns were noticed in the 2011 results. Based on the data from the LAB-R, 43% of ELLs in kindergarten scored at a beginner level and 43% also scored at an advanced level. In the first grade, the majority of our ELLs were at an advanced level in listening/speaking and a beginner level in reading/writing. In the second grade, most ELLs scored at an advanced level in listening/speaking and an intermediate level in reading/writing. In terms of the third grade, ELLs primarily scored at an intermediate level in both listening/speaking and reading/writing. In the fourth grade, most of our ELLs scored at a proficient level in listening/speaking and an advanced level in reading/writing. Similarly, in the fifth grade, the majority of our ELLs scored at a proficient level in listening/speaking and an advanced level in reading/writing.

The ESL teacher 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

## 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.

## Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Maritza Ollivierra	Principal		11/15/11
Karen Lee Minogue	Assistant Principal		11/15/11
Migdalia Surita	Parent Coordinator		11/15/11
Vilma Molina	ESL Teacher		11/15/11
Felipa Lumbreras	Parent		11/15/11
Amy Chan, ESL Teacher	Teacher/Subject Area		11/15/11
	Teacher/Subject Area		11/15/11
Michelle Cordero (ELA)	Coach		11/15/11
Joanne Bruno (Math)	Coach		11/15/11
Madeline Robles	Guidance Counselor		11/15/11
Ada Orlando	Network Leader		11/15/11
Celia Perez	Other <u>Parent</u>		11/15/11
	Other		11/15/11
	Other		11/15/11
	Other		11/15/11



**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 32K274      **School Name:** P.S.274

**Cluster:**          **Network:** 412

**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 38.75% 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. Our Parent Coordinator sent out a letter to all parents notification of the translation and interpretation services available to them.

**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 forms of communication with the parents/guardians. 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 Translation Team is unable to translate into a certain language, they will be sent to 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 personnel or our Learning Leaders as needed throughout the school day. They will be available as well for all events throughout the year, i.e., Parent Open House, Workshops, Parent/Teacher Conferences, Assemblies, 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.

-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.

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: P. S. 274	DBN: 32K274
Cluster Leader: Christopher Groll	Network Leader: Ada Orlando
This school is (check one):    ✖conceptually consolidated (skip part E below) ✔NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ✔Before school      ✖After school      ✔Saturday academy      ✔Other:
Total # of ELLs to be served: <u>60</u>
Grades to be served by this program (check all that apply): ✔K    ✔1    ✖2    ✖3    ✖4    ✖5 ✔6    ✔7    ✔8    ✔9    ✔10    ✔11    ✔12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 0

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The focus of this year's program was determined after the ESL Teachers Cohort analyzed the 2010-2011 NYSESLAT scores. The data indicated that writing posed a challenge for our ELL population. The ELL Academy will provide extra support to ELLs in grades 2nd - 5th who scored less than proficient on the writing strand of the NYSESLAT. For students support in writing we will use the "Teach Me Writing" program by Sanron Educational Enterprises which was purchased with last year's Title III funding. We will also use Language Pattern & Usage by Continental Press in grades 2, 3, and 5, and "Step by Step Language Skills" by Continental Press in Grade 4. In addition, "Carousel of Ideas" by Ballard Tighe will be incorporated to strengthen the listening, speaking, reading and writing skills of our ELLS. "Story Starters" by On The Mark Press will be used to engage students with detailed illustrations to spark their creative writing. To support the implementation and smooth running of the program, general supplies will be purchased for teachers and students. The program will be in session every Monday and Tuesday for 10 weeks beginning on November 14, 2011 from 3p.m. to 5p.m. Three certified ESL/Bilingual teachers will provide supplemental instruction in alignment with the Common Core Standards and New York State Standards. Students will utilize technology (SMART board, lap tops, Elmo, and talking dictionaries) for extra scaffolding in writing. A licensed supervisor will be funded to implement, coordinate, and monitor the ELL academy. The supervisor will provide support to participating staff and students, articulate between the official classroom teachers and the ELL Academy teachers, and secure appropriate instructional and assessment materials. The site supervisor will also be responsible for dismissing students to ensure the safety of all.

### Part C: Professional Development

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

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

Begin description here:

Teachers will attend the 35th Annual SABE Teacher Institute in the spring of 2012. They will be afforded the opportunity to participate actively in a wide variety of workshops and presentations on best pedagogical practices for bilingual and ESL learners. They will turn key information presented at this conference during common planning time and Faculty Conference. Throughout the year Professional Development will be offered to our teachers during lunch and learn, grade level conferences, faculty conferences, and ESL Cohort meetings. These sessions will be facilitated by our ESL coordinator and CFN support personnel. The topics to be discussed this year will be as follows: Analyzing the NYSESLAT Data, Scaffolding Writing Lessons for ELLS, Developing Rubrics, Helping ELLs write across the content areas, and ESL Strategies. These sessions will provide staff members (bilingual teachers, monolingual teachers, ESL teachers and intervention teachers) with the appropriate tools and strategies to help our ELLs meet

**Part C: Professional Development**

and exceed the standards in all content areas. We plan to continue our Study Group which meets monthly. Our first book for 2011/12 is Scaffolding Language, Scaffolding Learning by Pauline Gibbons. The second book to be discussed will be Rigorous Curriculum Design, written by Larry Ainsworth. This opportunity is offered to all staff members on the first Friday of each month from 7:30am to 8:30am.

**Part D: Parental Engagement Activities**

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

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

Begin description here: Four parents will be invited to participate in the 35th anniversary of NYSABE Conference provided by the New York State Association for Bilingual Education. This conference will take place in the spring of 2012. By attending this conference, parents will be better informed about their children's education and opportunities available to them. It will also allow them to reflect upon the importance of their involvement and the critical role they play in their child's education process. Although this is not a covered expense under Title III, the school will pay for it from its budget. Parents will be able to participate in various informative workshops focusing on bilingual/ESL education. Three parent workshops will be offered during the ELL Academy, these workshops will be opened to all parents of ELLs on Mondays from 3pm to 5pm. The topic to be addressed are based on feedback from our parents. The sessions will be as follows; December 12th--Navigating the school website; January 23rd--Exploring websites to extend student learning; February 6th-- Using ARIS, and Using technology to enhance writing. These workshops will be facilitated by Ms. La Luz, our Media Specialist and translation will be provided. All parents will be given notification translated into their native language prior to upcoming workshops and parent coordinator will post in monthly newsletter.

**Part E: Budget**

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

Allocation Amount: \$15840

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	\$8,626.70	P.S. 274 After School Program  -(1)* (principal) *(10 sessions)* (2 hours)*(rate)= (1) (10) (2.5) (\$52.39) =\$1,309.75  -(1) *( supervisor)* (10 sessions)* (2hours)*(rate)= (1) (10) (2.5) (\$52.39)=\$1,309.75

**Part E: Budget**

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

Allocation Amount: \$15840

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		** (3 teachers) * (20 sessions) * (2 hours) * (rate) = (3) (20) (2) (\$50.06) = \$6,007.20
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	\$300.36	(1 teacher) * (3 sessions) * (2 hours) * (\$50.06 rate) = $1 * 3 * 2 * \$50.06 = \$300.36$
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	\$6912.94	-Grades 2, 3, and 5---Language Pattern & Usage by Continental Press--Produces a comprehensive, sequential approach to areas of language study. -Grade 4--- Step by Step Language Skills -"Story Starters" by On the Mark press -Scholastic Phonics Books, -Bilingual Picture Dictionaries -Books on Tapes, English/Spanish/Chinese -Supplies: Chart Paper, Copy Paper, Ink for copy paper machine, flash drives, pencils, dry erase markers, folders, construction paper, permanent markers, staplers, crayons, staple removers, writing paper, sharpeners, dry erase sentence strips, etc.
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		

