



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: PS 274 – THE KOSCIUSKO SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 32k274

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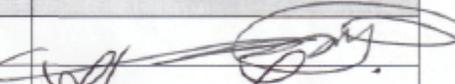
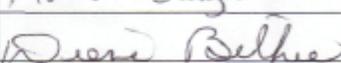
10-04-2013

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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 Oliverro	*Principal or Designee	
Helene Loomis	*UFT Chapter Leader or Designee	
Monica Barzola	*PA/PTA President or Designated Co-President	Monica Barzola
Diane Bethee	DC 37 Representative, if applicable	
	Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	
	CBO Representative, if applicable	
	Member/	
Maria Solis	Member/ Parent Elect SLT	Maria Solis
Carmen Vasquez	Member/ Parent Elect SLT	Carmen Vasquez
Dania Nieves	Member/ Parent Elect SLT	Dania Nieves
Michelle Cordero	Member/ Chairperson SLT	Michelle Cordero
Joanne Bruno	Member/ Secretary SLT	Joanne Bruno
Aimee Perez	Member/ CSA	Aimee Perez

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO SCEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

- b) key personnel and other resources used to implement these strategies/activities,
 - Teachers with the support of school leaders, the CFN and Teacher Effectiveness Program will share strategies that will help teachers rate effective across the Danielson competencies
 - The use of upgraded technology will allow teachers more opportunities to access ARIS Learn in order to enhance teaching practices
 - To facilitate the scheduling of professional development, substitute teachers will be utilized
- c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - ARIS Learn dashboard documenting teacher's ratings on specific competencies
- d) timeline for implementation.
 - Ongoing September 2012 to June 2013

Budget and resource alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy
 Title IA
 Title IIA
 Title III
 Set Aside
 Grants
 Other-describe here:

Service and program coordination

100% of Title IA Priority funding will be allocated for the materials, resources and per session activities listed below:

- 11 laptops will be purchased to facilitate further teacher access to ARIS
- 7 teachers will meet for 2 hours for 5 sessions as members of the DTSDE Team and reflect on classroom observations to provide actionable feedback and create action plans to increase teacher effectiveness (70 teacher per session hours)
- 2 supervisors will meet for 2 hours for 6 sessions as members of the DTSDE Team to facilitate the work surrounding Tenet 2 and the goal of improving teacher effectiveness (24 supervisor per session hours)
- Substitute teachers will provide coverage in order to allow for meetings between supervisors and teachers where data is reviewed and feedback as well as support is provided related to competencies 1E and 3B of the Danielson Framework for Teaching (26 substitute teacher coverage days)
- Substitute teachers will provide coverage for classroom teachers to attend professional development (10 substitute teacher coverage days)

In addition, tax levy and Title IIA funds will also be used to supplement the programs above.

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

Teachers will include higher order discussion questions to promote deeper thinking throughout the lesson. (School Curriculum Readiness Audit Plan, page 3)

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

Annual Goal #2

- By June 2013, 75% of lesson plans will reflect questioning techniques that promote higher order thinking skills and help students analyze information through the use of Webb's Depth of Knowledge levels at DOK 2 or higher.

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,
 - Scaffold supports such as modeling, activating and bridging prior knowledge, text representation, metacognitive development, contextualization and building schema will be used to help ELL and SWD students access the curriculum throughout the school year beginning in September 2012
 - Beginning October 2012, teacher teams will participate in professional development cycles on ELA & Math questioning techniques incorporating Webb's Depth of Knowledge Levels
 - Beginning October 2012, teachers will develop lessons that require students to ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answer using the evidence based questioning technique as outlined in *Teach Like a Champion*.
 - In November 2012, school leaders will establish a *DTSDE team* that will meet weekly after school to design and implement an action plan in order to address the six tenets of the DTSDE
 - In December 2012, teachers will develop collaborative lessons that incorporate rigorous tasks that stimulate interest and elicit mathematical thinking as outlined by National Council of Teaching Mathematics
 - Beginning in February 2013, teacher teams will be provided with professional development on how to use Guideline 3 of Universal Design for Learning (UDL) to provide options for comprehension to meet the needs of our identified student subgroups (ELLs & SWDs)
- b) key personnel and other resources used to implement these strategies/activities,
 - Teach Like a Champion by Doug Lemov
 - National Council of Teaching Mathematics (www.nctm.org)
 - National Center for Universal Design for Learning (www.udlcenter.org)
 - Teachers with the support of instructional specialists (ELA & Math), ESL coordinator, SWD coordinator, the CFN and Office of School Support will share strategies that promoter higher order thinking skills and help students analyze information

- The use of upgraded technology will allow teachers more opportunities to access ARIS Learn in order to enhance teaching practices
 - To facilitate the scheduling of professional development, substitute teachers will be utilized
 - Purchase of a professional resource library to support teachers' professional practice.
- c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
- Using common rubrics developed by grade level teams, data will show an improvement in student performance on ELA and Math formal assessments.
 - Teachers will meet in teams to look closely at student work to understand the steps needed to improve student performance and teaching practices related to questioning and rigor.
 - ARIS Learn dashboard documenting teacher's ratings on Charlotte Danielson's Competency 3b Using Questioning and Discussion
 - School leaders will facilitate norming sessions with teachers to develop a shared understanding of effective and highly effective teacher practice in competency 3B
- d) timeline for implementation.
- Ongoing September 2012 to June 2013

Budget and resource alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy X Title IA X Title IIA Title III Set Aside Grants Other-describe here:

Service and program coordination

100% of Title IA Priority funding will be allocated for the materials, resources and per session activities listed below:

- 33 laptops and 11 laptop carts will be purchased for classroom/student use
- 7 teachers will meet for 2 hours for 5 sessions as members of the DTSDE Team to develop and research questioning techniques that promote higher order thinking skills to be turn keyed to the staff (70 teacher per session hours)
- 2 supervisors will meet for 2 hours for 5 sessions as members of the DTSDE Team to facilitate the work surrounding Tenet 3 and the goal of improving questioning techniques (20 supervisor per session hours)
- Substitute teachers will provide coverage in order to allow for meetings between supervisors and teachers where questioning techniques are reviewed and feedback as well as support is provided related to improving questioning techniques (15 substitute teacher coverage days)
- Substitute teachers will provide coverage for classroom teachers to attend professional development (18 substitute teacher coverage days)
- Resources and materials to support developing questioning techniques that promote higher order thinking skills will be purchased

(e.g. professional literature)

In addition, tax levy and Title IIA funds will also be used to supplement the programs above.

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

Teachers will design lessons to include scaffolding supports to ensure that all learners have access to the lesson. (School Curriculum Readiness Audit Plan, page 3)

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

Annual Goal #3

- By June 2013, 70% of lesson plans in grades K to 5 will demonstrate multiple points of access for all student to achieve targeted goals and leading to high levels of achievement by observed lessons and walkthroughs.

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,
 - Throughout the school year, beginning in September 2012, school leaders will conduct formal/informal observations and provide constructive feedback regarding instructional supports provided to all learners
 - Over the course of the school year, beginning in September 2012, teacher teams with the support of the instructional specialists, will use common planning times to design units and lesson plans with multiple points of access for all students
 - In October 2012, meetings focused on identifying entry points for all students will be held to develop action plans and modify curriculum plans
 - Beginning in October 2012, professional development will be provided by the instructional specialists emphasizing differentiated instruction targeting all students and subgroups
 - In November 2012, school leaders will establish a *DTSDE team* that will meet weekly after school to design and implement an action plan in order to address the six tenets of the DTSDE
- b) key personnel and other resources used to implement these strategies/activities,
 - The use of upgraded technology will allow teachers more opportunities to access ARIS Learn in order to enhance teaching practices
 - To facilitate the scheduling of professional development, substitute teachers will be utilized
 - Purchase of a professional resource library to support teachers' professional practice.
- c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the

decision-making regarding the use of academic assessments.

- Teachers will meet in teams to look closely at student work to understand the steps needed to meet the needs of all students across subgroups
 - ARIS Learn dashboard documenting teacher's ratings on Charlotte Danielson's Competency 1e Planning and Preparation
- d) timeline for implementation
- Ongoing from September 2012 to June 2013

Budget and resource alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy X Title IA X Title IIA Title III Set Aside Grants Other-describe here:

Service and program coordination

100% of Title IA Priority funding will be allocated for the materials, resources and per session activities listed below:

- 7 teachers will meet for 2 hours for 5 sessions as members of the DTSDE Team to create multiple entry points for our academic based school goals (70 teacher per session hours)
- 2 supervisors will meet for 2 hours for 5 sessions as members of the DTSDE Team to facilitate the work surrounding Tenet 4 and the goal of providing multiple points of entry for all of our students (20 supervisor per session hours)
- Substitute teachers will provide coverage in order to allow for meetings between supervisors and teachers where questioning techniques are reviewed and feedback as well as support is provided related to improving questioning techniques (15 substitute teacher coverage days)
- Substitute teachers will provide coverage for classroom teachers to attend professional development (12 substitute teacher coverage days)

In addition, tax levy funds will also be used to supplement the programs above.

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

- This culture of mutual support and respect for the individual, cultivates socially responsible and self confident students with the knowledge and skills to become productive members of our global community. (School Curriculum Readiness Audit Plan, page 2)

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

- By June 2013, we will increase the number of students demonstrating positive social and emotional development skills by 10% as measured by the progress monitoring outlined in the Positive Behavioral Interventions and Supports (PBIS) framework.

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,
 - Throughout the school year, a peer mediation model is to used to mitigate conflict and help students develop positive social responses to conflict
 - Positive Behavioral Interventions and Supports (PBIS) framework lessons will be taught at three points over the course of the school year
 - An inquiry team is established in September 2012 to research and develop best practices as well as incentives that promote positive social and emotional development skills
 - Beginning in September 2012, the CHAMPS Song is used as part of the morning routine to promote safety, respect and good citizenship, throughout the school year
 - CHAMPS Voice Levels and Hallway behavior chart clearly denotes behavior characteristics on a 4 point rubric for students and is displayed in classrooms and hallways throughout the school year
 - CHAMPS dollars are used to provide positive reinforcement of good conduct and exemplary behavior throughout the school year
 - Beginning in October 2012, PBIS professional development workshops conducted throughout the school year
 - Beginning in October 2012, the CHAMPS store is managed and opened by the PTA on a weekly basis and enables students to trade in their dollars for incentives.
 - School wide events such as the Fall Open House (October 2012) and the Winter Day in the Life series (February 2013) are used to set expectations for positive behavior as well as provide a forum for parents to give feedback and input on school
 - Beginning in October 2012, Buddy Classes comprised of one upper and one lower grade class meet at least three times over the course of the school year to participate in school wide events that reflect positive behavior as outlined in the PBIS framework

- Beginning in November 2012 , the student council will meet with facilitator and administration monthly to discuss the social and emotional concerns of the student population
- In November 2012, a Safety Patrol comprised of upper grade students was formed in order to encourage safe movement in hallways as well provide student representation at school wide events
- In November 2012, school leaders will establish a *DTSDE team* that will meet weekly after school to design and implement an action plan in order to address the six tenets of the DTSDE
 - In December 2012, an after school program will be designed to support the academic as well as social emotional needs of students
 - Beginning January 2013, the Safety Patrol distributes their orange colored CHAMPS dollars to provide peer to peer reinforcement of good conduct and exemplary hallway behavior
 - Respect for All Week activities will take place to support elements of PBIS framework in February 2013
- b) key personnel and other resources used to implement these strategies/activities,
 - PBIS inquiry team
 - A social emotional program will be used to deliver lessons that promote positive social emotional behaviors
- c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - PBIS progress monitoring tool
- d) timeline for implementation.
 - Ongoing September 2012 to June 2013

Budget and resource alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy X Title IA Title IIA Title III Set Aside Grants Other-describe here:

Service and program coordination

100% of Title IA Priority funding will be allocated for the materials, resources and per session activities listed below:

- A social emotional DVD collection will be purchased for classroom use.
- 9 teachers will implement 1.5 hours of academic/social emotional after school program for students in 34 sessions after school (459 teacher per session hours)
- 2 supervisors will provide 1.5 hours of social emotional activities through the continued implementation of the Boys & Girls Clubs in 14 after school sessions (42 supervisor per session hours)
- 7 teachers will meet for 2 hours for 3 sessions as members of the DTSDE Team to measure student progress on PBIS framework (42 teacher per session hours)

- 2 supervisors will meet for 2 hours for 3 sessions as members of the DTSDE Team to facilitate the work surrounding Tenet 5 and developing positive social and emotional development skills in all of our students(12 supervisor per session hours)
- Supplies and materials will be purchased to support the academic/social-emotional afterschool program such as classroom supplies, arts & crafts supplies and enrichment materials
- Incentives will be purchased to replenish our CHAMP store so students can redeem their CHAMP dollars.

In addition, Tax levy funds will also be used to supplement the programs above.

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

- Through the collaborative effort of parents, teachers and staff at P.S. 274, our students are educated to become leaders, problem solvers and critical thinkers.

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment

6.4 Partnerships and responsibility

6.3 Reciprocal communication

6.5. Use of data and families

Annual Goal #5

- By June 2013, we will provide a minimum of 6 learning opportunities where the entire school community shares data in a way in which families can understand student learning needs and successes so that they can proactively advocate and partner with the school around student support and sustainability

Strategies to increase parental involvement and engagement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.

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

- Fostering the feeling of belonging and trust and encourages families to freely and frequently engage with the school leading to increased student success by:
 - providing parent workshops on a variety of topics, including academic, social/emotional development and health and wellness
 - encouraging more parents to become trained school volunteers
 - inviting parents to share their strengths and expertise at PTA-sponsored events and activities
 - encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee in order to create a shared vision for student achievement and well-being by discussing how to work as a community to realize this vision as outlined in the CEP and other school improvement documents
- Engaging in effective planning and reciprocal communication with family and community stake-holders so that students strengths and needs are identified and used to augment learning:
 - ensuring the school vision is uniformly seen, heard and understood by the school community by developing and distributing a school newsletter designed to keep parents informed about school goals, student progress and school activities that are linked to their child's social and emotional developmental growth. Accessibility to staff will be increased through sharing of staff email and having the office staffed during extended hours for reciprocal communication
 - providing school planners/folders for regular written communication between teacher and the home in a parent-friendly

format

- hosting educational family events/activities that are linked to the social and emotional developmental growth of their children such as Family Night, A Day in the Life, Open House, Wellness Fair, Cookshop for Parents workshop where parents provide feedback on the events
- Partnering with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success by:
 - providing access to a Parent Resource Center/Area or lending library and instructional materials for parents
 - collaborating with a variety of community-based organizations to provide workshops designed to meet the diverse needs of our families
 - create a parent/child enrichment afterschool program that actively seeks to sustain healthy partnerships with families and to support the social emotional growth of students
- Sharing data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success by:
 - discussing individual student data at Parent Teacher Conferences to keep parents informed of their children's progress;
 - providing parents with professional development on ways to access student data on ARIS Parent Link
- Describe the research-based 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
 - In October 2012, the school community will identify resources and structures to support parents' understanding of data
 - Beginning in October 2012, learning opportunities to build parent capacity in applying knowledge about data to improve student outcomes and address student learning needs will be provided to discuss and set short and long term goals for our students
 - In November 2012, school leaders will establish a *DTSDE team* that will meet weekly after school to design and implement an action plan in order to address the six tenets of the DTSDE
 - In collaboration with the PTA, a data information study (Data Share) component will be incorporated to the monthly PTA meetings beginning February 2013
 - Day in the Life series will be held in February 2013 to simulate learning and assessment experiences for parents
 - Beginning in March 2013, monthly grade level newsletters will be reformatted to include a *Know Your Child's Data by.....* section
 - b) staff and other resources used to implement these strategies/activities,
 - Identified family-support staff (parent coordinator, guidance counselor, health school aide, attendance teacher, attendance secretary, family worker etc.)
 - Duplicating/enlarging machine will be purchased to create posters to promote parent involvement and engagement
 - Data specialists, instructional specialists
 - Teacher teams and school leaders

- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - DTSDE team will maintain a learning opportunities binder with agendas from workshops, logs from parent meetings, agendas from monthly sharing meeting, professional development reflections and instructional plans for addressing student needs
- d) timeline for implementation.
 - Ongoing throughout the year, September 2012 to June 2013

Budget and resource alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy X Title IA X Title IIA Title III Set Aside Grants Other-describe here:

Service and program coordination

100% of Title IA Priority funding will be allocated for the materials, resources and per session activities listed below:

- Title 1 Parent Engagement funds will be used to purchase an eColor Poster Printer System with accessories
- 6 teachers will provide parent/student enrichment activities for 1.5 hours for 7 weeks (63 per session hours)
- 7 teachers will meet for 2 hours for 5 sessions as members of the DTSDE Team to research and develop strategies on how to make sharing student data more parent friendly (70 teacher per session hours)
- 2 supervisors will meet for 2 hours for 5 sessions as members of the DTSDE Team to facilitate the work surrounding Tenet 6 and developing strong partnerships between the school and home (20 supervisor per session hours)
- Extended Day School secretary hours will be funded to provide parents with increased access to the school community (165 secretary per session hours)
- A Parent Resource Center will be created with books, videos and parent magazine subscriptions
- Refreshments will be provided for during and after school events hosted by the school community such as Day in the Life, Family Night, STAR Awards, etc.
- Materials will be purchased for parent/student enrichment program with activities such as yoga classes, Zumba classes, sports and gardening

In addition, Title I Parental Involvement funds will also be used to supplement the programs above.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ul style="list-style-type: none"> - <i>Foundations</i> (phonics and spelling program) - <i>Words Their Way</i> (word study program) - <i>Spotlight on English</i> (English-language proficiency program) 	Small group	Before school (extended day)
	<ul style="list-style-type: none"> - <i>Reading A-Z</i> (online leveled reading program) - <i>My SideWalks</i> (intensive reading intervention program) - <i>Reading Street</i> (reading comprehension program) - <i>ABC Pocket Phonics, ABC Touch, Read Timer, Word Magic, Vocabulary Prep, iSentence, iQuestion, Grammar Jammers, WordBuilder</i> (iPad applications) - <i>Reading Safari</i> (real life reading program incorporating science and social studies) 	Small group One-to-one	During the school day
	<ul style="list-style-type: none"> - <i>People's Common Core</i> (instructional program focusing on vocabulary and CCLS literacy standards) - <i>Teach Me Writing</i> (process-based curriculum that promotes achievement and accountability in the subject of writing) - <i>Step-by-step language skills</i> (speech-centered language activities) - <i>Reader's Theater/Puppetry</i> (integrated 	Small group	After school

	approach for involving students in reading, writing, listening and speaking activities)		
Mathematics	- <i>Robotics</i>	Small group	Before school (extended day)
	- <i>Everyday Math</i> - <i>Exemplars</i> - <i>NY Ready Common Core</i> (Grades 3-5) - <i>MyMath</i> (classes in grades 1 & 2) - Problem solving strategies - Real world application - Focus on content vocabulary - Manipulatives and technology to reinforce math skills	Small group One-to-one	During the school day
	- <i>People's Common Core</i> - <i>Finish Line Mathematics for Common Core Standards</i> - <i>Afterschool Stock Market game</i>	Small group	After school
Science	- <i>Robotics</i>	Small group	Before school (extended day)
	- Project-based learning that provides student choice	Small group One-to-one	During the school day
	- Project-based learning that provides student choice	Small group One-to-one	During the school day
	- Coping skills - Stress reduction - Building self-esteem - One-to-one counseling - Role playing - Anger management - Healthy options and physical activity program	Small group One-to-one	During the school day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

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

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

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

PARENT INVOLVEMENT POLICY (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in 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 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 at, Promotion in Doubt parent workshops, Open House, Parent Teacher Conferences and ELL workshops provided beginning in September 2012;
- 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 by collaboratively setting goals during Parent Teacher Conferences in November 2012;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress by sending monthly newsletters and providing parents with a monthly calendar of events and workshops beginning in September 2012;
- providing assistance to parents in understanding City, State and Federal standards and assessments by providing workshops facilitated by instructional specialists surrounding CCLS state tests in the evening and at PTA meetings in February 2013;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand by holding an Open House, a Day in the Life event, distributing monthly newsletters and calendars beginning in September 2012;

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. 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 Comprehensive Educational Plan's S.M.A.R.T goals, in addition to the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact at the January 2013 School Leadership Team meeting;
- 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 at the November 2012 PTA meeting;
- 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 by completing a Parent Involvement Allocation spending plan in January 2013;
- maintain a Parent Coordinator to serve as a liaison between the school and families beginning in September 2012. 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. Workshops will be conducted by the Parent Coordinator beginning in September 2012;
- provide opportunities for parents to help them understand the accountability system, e.g., student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report at School Leadership Team meetings, PTA meetings and Parent Teacher Conferences beginning in September 2012;
- host the required Annual Title I Parent Meeting by November 30, 2012 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;
- translate all critical school documents and provide interpretation during meetings and events as needed by providing a translator meetings and translating correspondence beginning in September 2012;

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

- fostering the feeling of belonging and trust and encourages families to freely and frequently engage with the school leading to increased student success by:
 - Providing parent workshops on a variety of topics, including academic, social/emotional development and health and wellness;
 - Encouraging more parents to become trained school volunteers;
 - Inviting parents to share their strengths and expertise at PTA-sponsored events and activities;
 - encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee in order to create a shared vision for student achievement and well-being by discussing how to work as a community to realize this vision as outlined in the CEP and other school improvement documents;
- engaging in effective planning and reciprocal communication with family and community stakeholders so that students strengths and needs are identified and used to augment learning:
 - ensuring the school vision is uniformly seen, heard and understood by the school community by developing and distributing a school newsletter designed to keep parents informed about school goals, student progress and school activities that are linked to their child's social and emotional developmental growth. Parents have access to staff email for reciprocal communication.
 - providing school planners/folders for regular written communication between teacher and the home in a parent-friendly format
 - hosting educational family events/activities that are linked to the social and emotional developmental growth of their children such as Family Night, A Day in the Life, Open House, Wellness Fair, Cookshop for Parents workshop where parents provide feedback on the events
- partnering with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success by:
 - providing access to a Parent Resource Center/Area or lending library and instructional materials for parents
 - collaborating with a variety of community-based organizations to provide workshops designed to meet the diverse needs of our families

- sharing data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success by:
 - discussing individual student data at Parent Teacher Conferences to keep parents informed of their children's progress;
 - providing parents with professional development on ways to access student data on ARIS Parent Lin

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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 and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 Christopher Groll	District 32	Borough Brooklyn	School Number 274
School Name Kosciuzsko School			

B. Language Allocation Policy Team Composition

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

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

D. School Demographics

Total number of students in school	633	Total Number of ELLs	117	ELLs as share of total student population (%)	18.48%
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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="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input type="checkbox"/>	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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0								0
Dual Language (50%:50%)	0	0	0	0	0	0								0
Freestanding ESL														
Self-Contained	0	0	0	0	1	0								1
Push-In	1	1	1	1	0	1								5
Total	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
Total	87	2	3	27	0	2	5	0	1	119

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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ___	Asian: ___
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
TOTAL	24	27	21	6	18	23	0	119						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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

- A newly arrived student is assigned to an adult mentor who acclimates him/her to the school environment

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
- The parent coordinator welcomes parents and offers a support group
- ESL coordinator contributes to the Monthly Parent Newsletter by offering suggestions on how parents can assist their children
- Offer the After School ELL Academy (Mondays and Tuesdays) to strengthen and enhance content vocabulary, further develop writing skills, and integrate technology
- Each student receives the mandated units of ESL
- Electronic talking dictionaries, glossaries, native language books and technology are provided (Elmos, laptops, iPads, and SMART Board)
- Differentiated instruction takes place for these students in all content areas based on their needs and strengths in language acquisition and conceptual development
- Each ELL is required to take all ELA assessments after one year of service
- Offer the SES After School Program (Wednesdays, Thursdays and Fridays)
- Required to participate in the Extended Day Program to support ELA and Math
- Offer to attend the ELL Title III After School Program (Mondays and Tuesdays)

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

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

Long-term ELLs (completed 6 years)

- Analyze data and identify the causes for long-term status, then provide AIS support in the areas of need by targeting focused lessons in reading and writing, using graphic organizers, pair instruction, small group instruction and use of technology
- Offer the Extended Day Program (M, Tu, W) to support all content areas in a small-group setting
- Offer the SES After School Program (Wednesdays, Thursdays and Fridays)
- Offer the After School ELL Academy Program (Mondays and Tuesdays)
- Ongoing assessments will be administered by all service providers so that educational plans can be continuously modified to meet the needs of each student.

The instructional practices are aligned with the Common Core and New York State Standards across all content areas. Cooperative learning strategies are utilized in addition to scaffolding to ensure that all learning styles are addressed. ELLs are encouraged to think critically, solve problems and communicate both orally and written in the language of instruction. Engaging students in real-world experiences enable them to place a context to the language they are learning. These tasks are given to allow students to apply the content they have learned. Accountable talk is encouraged to enhance language proficiency through oral discussion by modeling language acquisition for students. Lessons are differentiated, and choices are given to students to provide multiple options for taking in information.

ELLs who have been identified by an Individual Education Plan, as a student with special needs, will have an action plan designed by a team which includes the classroom teacher, the IEP teacher and the ESL teacher. These instructional plans for students with disabilities will take into account the student's instructional goals, as well as their challenges determined by the student's NYSESLAT or LAB-R scores. The special education teacher, the IEP teacher and the ESL teacher communicate to align instruction to ensure the student's educational goals stated on the IEP are met (in the least restrictive environment). All assessments will be analyzed by this team and action plans will be revisited to address the student's next steps. These students will use the program "My Sidewalks on Reading Street" where students are exposed to explicit lessons with daily language support and comprehension skills.

A. Programming and Scheduling Information

All providers of ELLs will use visuals, manipulatives and other concrete materials for all content areas. Teachers will differentiate center activities and hands-on experiences allowing student choice. During writing, students will be provided with writing frames (language pattern). They will participate in a push-in/pull-out program for additional support in all language modalities. All ELL students and Students With Disabilities are offered to participate in our Extended Day Program which provides additional support through content lessons while addressing the proficiency needs of the students. These students also have the opportunity to participate in the SES After School Program.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

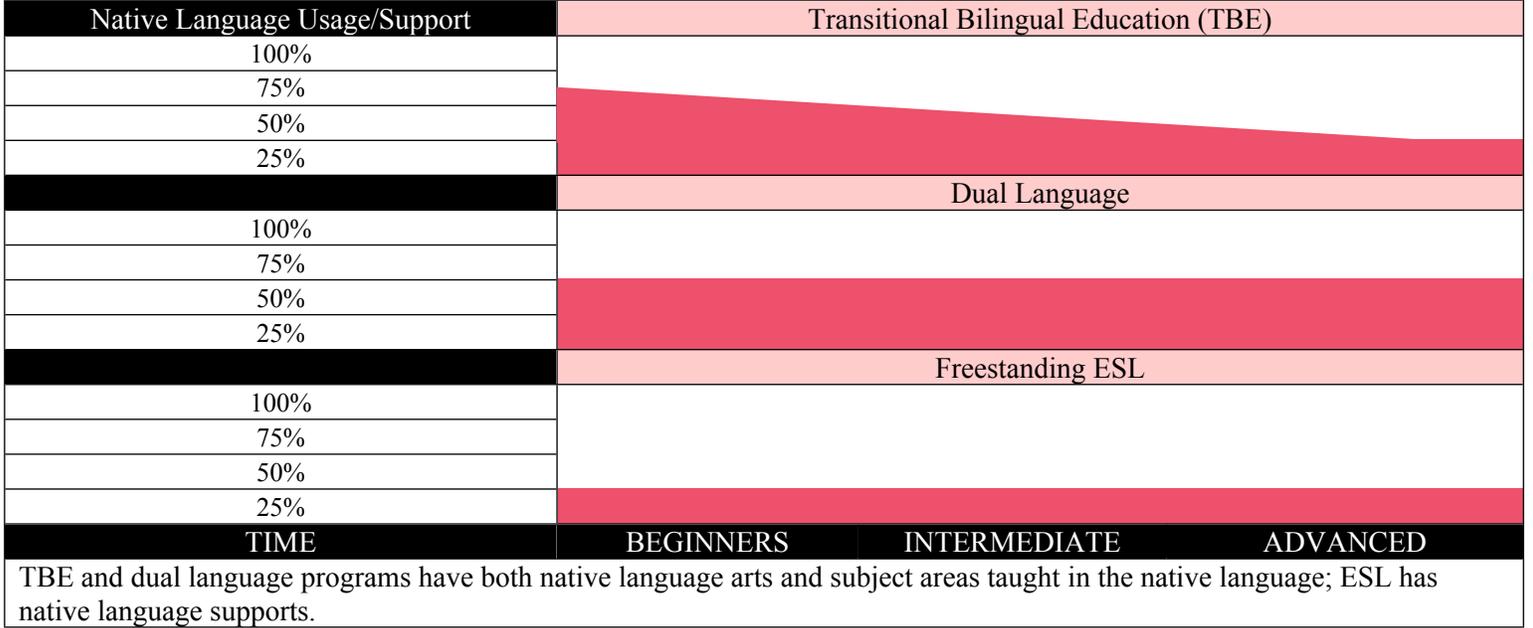
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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.



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 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 to help support the content, electronic dictionaries to support writing and comprehension, books in the native language to support literacy, peers who speak the native language to support second language acquisition, and teachers who speak the same native language.

In the ESL program, instruction is given entirely in English and native language support is given to scaffold the students as needed. Native language libraries are displayed and accessible to students in baskets in every classroom that are grade- and age-level appropriate. Electronic dictionaries in the students' native language are kept on display for students to use to support the four modalities of language.

Our ELLs receive the required services, resources, and accommodations according to their appropriate age, grade level and level of English proficiency.

In order to support newly enrolled ELLs and in preparation for the beginning of the school year, parents of the newcomers are invited to an open house where they are introduced to the teachers as well as the curriculum and expectations for their children during the school year.

At this time, we do not offer language electives, but we will look into it as an option.

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 (1st 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 8th)
- 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:

- Movie Night with students
- Family Literacy and Math Night
- Curriculum Night
- “Day in a Life” Series
- Latino Project workshops facilitated by NYU
- Workshops presented by our ESL coordinator, parent coordinator and invited presenters

Translation and interpretation services are offered to increase parental involvement and strengthen the communication between parents and staff members during all events and workshops.

During the school day parents are invited to attend meetings/workshops presented by CBO’s and our PTA. Our ELL parents are also invited to attend Title III workshops. These workshops are designed after parents complete surveys to indicate areas of interest. Parents will also receive a monthly newsletter and calendar created by our Parent Coordinator to inform them of upcoming school events to assure high attendance. The parent coordinator ensures that parents receive all information in their native language and a translator is available throughout the day.

To increase parental participation and involvement, parents are encouraged to take part in the following:

- Participation at monthly School Leadership Team meetings
- Participation at PTA meetings
- Workshops for parents on such topics as academic standards and suggestions for activities that can enhance student achievement
- Parental needs assessments
- Class volunteers
- Participating in class field experiences
- Participating in classroom and schoolwide celebrations
- Multicultural Celebration
- Musical performances
- Visits from Brooklyn Public Library to provide onsite information and library card registration

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

- Workshops facilitated by teacher teams for parents on preparing students for upcoming assessments
- Workshops offered by outside agencies, such as NYU
- Parent Coordinator supports communication between teachers and parents to ensure all information is translated into native languages
- Parent Coordinator sends out monthly calendars listing all school activities, times and venues

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

- The SES After school Program (Sports and Arts in Schools Foundation)
- SES offers parent workshops for participating students (dates to be announced)

2. Partnership with other Agencies or Community Based Organizations

P.S. 274 enjoys collaboration with several community based organizations including NYU Early Childhood Latino Study, CookShop workshops for parents, Woodhull Hospital’s Asthma Project, Hope Gardens, the Coalition for Hispanic Family Services, the Cornell University Cooperative Extension, and New York Psychotherapy and Counseling Center. These programs provide services and

opportunities that address the academic, social, emotional and health needs of our community. The NYU Latino Study offers intervention strategies to families of Latino descent to ensure that students complete their formal education. CookShop for Families workshops confront the challenges families face to find affordable and healthy foods. Through the Woodhull Hospital Asthma program, our students have direct access to asthma screening services. Hope Gardens provides counseling and assistance for victims of domestic violence. The Coalition for Hispanic Families offers family support with housing and foster care. Through Penny Harvest and City Harvest, our students learn about the importance of giving back to their community. Families donate food to City Harvest and their pennies to Penny Harvest for those less fortunate. The Cornell University Cooperative Extension provides parents with ways in which they and their family can live a healthy lifestyle. Parents learn about basic nutrition, portion size, food safety, menu planning, food shopping and budgeting and food preparation. They learn how to prepare nutritious foods as well. The New York Psychotherapy and Counseling Center provide services for both parents and students.

3. Evaluation of Parental Needs

Parents complete an annual evaluation on the effectiveness of the parental involvement policy for improving school quality. The Principal, PTA president, and the Parent Coordinator are responsible for conducting such evaluation. The parents develop the evaluation instrument via participation in the SLT and PTA meetings. The evaluation includes identifying barriers that limit parent participation. Particular attention focuses on parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The findings from this evaluation afford us the opportunity to strengthen and revise our parent involvement policy and increase parental involvement.

4. Addressing Parental Needs

The principal and parent coordinator ensure that all letters and workshops are translated into the parents' native language to enhance the communication between home and school. The following workshops are offered to enhance parental skills and involvement:

- Components of NYS ELA, NYS Math, NYS Science and NYSESLAT examinations
- ARIS – navigating the system
- Community Based Organizations offering a wide variety of workshops on such topics as bullying, challenging behaviors, etc.

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

- Parental access to laptops to access ARIS and school website
- Parent Coordinator maintains a lending library for parents in English and Spanish
- Parent Coordinator provides Leap Pads for parents to use at home with their child
- Parent Coordinator lends videos and CDs on a wide variety of topics

The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, on how to effectively communicate and work with parents as equal partners.

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
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
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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. 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 learning. We then continue our action plans with the cycle of planning, teaching, assessing and evaluating. Every 8 weeks, we focus on one strand from the NYSESLAT starting with a preassessment benchmark. After the cohort analyzes the results, the teachers then form a 6-week action plan with specific strategies followed by a posttest. As a result of analyzing the 2011 NYSESLAT, our calendar is as follows:

- Writing: Pretest-10/3/11, Action Plan-10/10/11, Posttest-11/21/11
- Reading: Pretest-11/28/11, Action Plan-12/5/11, Posttest-1/23/12

- Listening: Pretest-1/30/12, Action Plan-2/2/12, Posttest-4/2/12
- Speaking: Pretest-4/16/12, Action Plan-4/23/12, Posttest-5/29/12

We also monitor and evaluate our ELL population across all content areas. Our ESL teachers and teachers across the content areas will continue monitoring the students' progress and their language acquisition within the four modalities. The lessons the teachers will implement will use scaffolded ESL strategies and include rigorous tasks to help students make progress and continue preparing them to be college and career ready.

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

School Name: _____ **School DBN:** _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	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.

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: 2012-13	DBN: 32K274
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 60
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
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 the ELL Academy program was determined after the ESL Teacher Cohort analyzed the results from the of 2012 NYSESLAT and the 2012 NYSELA Assessment. These data sources indicated that writing posed a challenge for our beginners and intermediate ELL population. The ELL Academy will provide extra support to ELLs in grades 1st - 5th that scored less than proficient on the writing strand of the NYSESLAT. This Program will provide a balance between opportunities for children to engage in writing that is meaningful to them, receive explicit instruction for writing skills, and the strategies they need to become proficient writers. For students support in writing we will use the "Teach Me Writing" program by Sanron Educational Enterprises which was purchased with previous year's Title III funding. We will also use Finish Line Mathematics, Finish Line Writing, and Step by Step Language skills by Continental Press in grades 1, 2, 3, 4 and 5. 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. Students will also utilize technology (SMART Board, lap tops, Elmo, Ipads) for extra scaffolding in writing. To support the implementation and smooth running of the program, general supplies will be purchased for both teachers and students. The program will be in session every Wednesday and Thursday for 40 weeks beginning on November 7, 2012 from 3:05p.m. To 4:35p.m. English will be the language of instruction. Three certified ESL/Bilingual teachers will provide the supplemental instruction in alignment with the Common Core Standards and the Tri State Quality Rubric.

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: To assure that our Title III Program is implemented effectively, professional development will be offered to our After School ESL teachers and to all teachers who work with our ELLs. These sessions will provide teachers with the appropriate tools and strategies to help our ELLs meet and exceed the writing standards in all content areas. Teachers will also attend the 36th Annual SABE Teacher Institute in the spring of 2013. This Institute will be at no cost to Title III. 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. Teachers will turn key information presented at this conference during common planning time and Faculty Conferences. Professional Development will be offered to our teachers during lunch and learn, grade level conferences, and bi-monthly ESL Cohort meetings. These sessions will be facilitated by our ESL coordinator, Assistant Principal, and CFN support personnel, Ms. Betty Ortiz. The topics to be discussed this year will be as follows: Analyzing the

Part C: Professional Development

NYSESLAT Data, Scaffolding Writing Lessons for ELLS, Developing Writing Rubrics, Helping ELLs Write Across the Content areas, Addressing the Four Modalities of the NYSESLAT, Infusing Technology into all lessons, Develop and Strengthen Content Vocabulary, and ESL Strategies for Reading and Writing. Teachers will also be provided with reference books on best ESL practices. A focused group will be formed to address questions, concerns, and explore the implementation of strategies and techniques for helping ELLs to raise academic achievement in the classroom.

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: Parents will be invited to participate in the 36th anniversary of NYSABE Conference provided by the New York State Association for Bilingual Education. This conference will take place in the spring of 2012 and it will be at no cost to Title III. 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. Parents will be able to participate in various informative workshops focusing on bilingual/ESL education.

We are planning to conduct a series of four parent workshops for the parents of ELLs. These workshops will help guide parents in ways they can support their child at home academically and socially. The topics to be addressed are based on feedback from our parents. The sessions will be as follows; -- November 5, 2012, "Informational session on Title III to provide parents with a description and expectation of the ELL Academy"--January 17th, "Exploring websites to enhance your child's writing"--; February 17th, "Love of writing "--; March 14th "Helping your child write across the math & science curriculums"-- These workshops will be facilitated by our ESL Teachers, Media Specialist, and Parent Coordinator. Translation will be provided for all parent workshops. All parents will be given notification translated into their native language and the Parent Coordinator will post these workshops in our monthly school calendar.

Part E: Budget

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

Allocation Amount: \$13984

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)		<u>0</u>

Part E: Budget

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

Allocation Amount: \$13984

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">Per sessionPer diem		
Purchased services <ul style="list-style-type: none">High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">Must be supplemental.Additional curricula, instructional materials.Must be clearly listed.		
Educational Software (Object Code 199)		-
Travel		
Other		
TOTAL		