



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: THE NEW AMERICAN ACADEMY AT ROBERTO CLEMENTE STATE
PARK

DBN (i.e. 01M001): 09X274

Principal: PEPE E. GUTIERREZ

Principal Email: PGUTIERREZ@SCHOOLS.NYC.GOV

Superintendent: DOLORES ESPOSITO

Network Leader: ROXAN MARKS

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Pepe E. Gutierrez	*Principal or Designee	
Nicole Colon	*UFT Chapter Leader or Designee	
Dolores Saez	*PA/PTA President or Designated Co-President	
Martha Mitja	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Emily Santiago	Member/ Elected Parent	
Rosanne Hernandez	Member/ Elected Parent	
Enjoli Lawrence	Member/ Elected Parent	
Kim Graves	Member/ Elected Parent	
Cherise Swindell	Member/ Elected Parent	
Rachel Levi	Member/ Elected UFT	
Meghan Shore	Member/ Elected UFT	
Keisha Green	Member/ Elected UFT	
	Member/	

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 which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, the number of students reading at or above grade level will increase by 5% as measured by Fountas and Pinnell Benchmark Reading Assessment.

Comprehensive Needs Assessment

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

Beginning of Year Fountas and Pinnell results indicated that only 24% of first and second grade students were reading at or above grade level.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Teachers will provide small group targeted reading instruction during the literacy block.
2. Teachers will meet daily for 90 minutes to share effective instructional practices and meet weekly to discuss student work and analyze student data in reading.
3. Teachers and Master Teachers will provide small group reading intervention for students who are reading below grade level.
4. School leaders will identify and purchase instructional materials to support whole class and small group reading instruction.
5. Student progress will be measured at least 3 times a year (October, January, March and June) to monitor growth, tailor instruction, and create flexible student groupings.
6. Grades K, 1 and 2: Small group instruction using Wilson Foundations and/or Leveled Literacy Intervention.
7. Grades K,1, and 2: Students reading below or far below grade level will receive targeted reading instruction during Saturday Scholars Academy .
8. Based on the Fountas and Pinnell Reading Assessments, students in grades K, 1 and 2 are grouped by ability to target their instructional needs in reading.

B. Key personnel and other resources used to implement each strategy/activity

1. Staff: Teachers, Master Teachers, and support personnel (i.e. paraprofessionals) provide daily reading instruction and small group guided reading lessons.
2. Resources: ReadyGen, Fountas and Pinnell leveled libraries, Wilson Foundations, Leveled Literacy Intervention, Guided Reading texts, and teacher created materials. Principal will conduct walkthroughs and observations to monitor small group reading instruction during literacy block and flexible student grouping strategies used to improve student achievement.
3. Teachers and Master Teachers will use the Leveled Literacy Intervention program.
4. Principal and Master Teachers will coordinate the acquisition of materials to best serve the highest-need students.
5. Master Teachers and teachers will conduct running records at least three times per year.
6. Master Teachers and teachers will provide instruction to small groups during the school day.
7. Master Teachers and teachers will provide instruction to small groups during Saturday Scholars Academy.
8. Master Teachers will group students homogeneously and flexibly throughout the year to target reading instruction.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Master teacher and teachers will review student progress at weekly planning meetings and adjust small group reading instruction.
2. Teachers and Master Teacher will engage in weekly reflective practice to monitor and adjust the progress and effectiveness of the 90-minute meeting.
3. Master Teachers will monitor the progress of students currently not on grade level three times a year with F&P (October, January, March and June) and ongoing in order to adjust groups and monitor reading levels.
4. By the end of January, school leaders will purchase LLI, Foundations, and Guided Reading Libraries.
5. Master Teachers will monitor the progress of students currently not on grade level three times a year with F&P (October, January, March and June) and as needed to monitor flexible grouping and progress in order to attain our target of at least 5% growth of students on grade level.
6. Master Teachers and Teachers will evaluate progress and effectiveness of the reading interventions programs as evidenced by their progress on F&P assessment at least three times per year, and ongoing as needed. Additionally the monitoring tools of each program will be used in order to discern progress in reading levels.
7. Master Teachers and Teachers will evaluate progress and effectiveness of the LLI program utilized during Saturday Scholars Academy as evidenced by their progress on F&P assessment at least three times per year, and ongoing as needed. Additionally the monitoring tools of each program will be used in order to discern progress

in reading levels.

8. Student progress will be measured using Fountas and Pinnell Reading Assessments at least 3 times a year (October, January, March and June) to monitor growth, tailor instruction, and create flexible student groupings.

D. Timeline for implementation and completion including start and end dates

1. Ongoing throughout the school year.
2. Daily. Teacher teams meet daily throughout the entire year.
3. Ongoing throughout the school year.
4. All material acquisitions have a target date of January of the present school year.
5. F&P updated at least 3 times per year in October, January, March and June.
6. Small group reading intervention groups (October-June).
7. Saturday Scholars Academy will run Saturdays (December 2013 through June 2014).
8. Ongoing throughout the school year.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Daily guided reading sessions. Master teacher push-in to conduct side-by-side sessions with reading teacher.
2. As per TNAA contract, teachers meet for 90 minutes every day to plan and receive mentoring and coaching from Master Teacher and Principal.
3. Schedule target groups throughout the morning instructional sessions to be serviced by Master teacher during literacy blocks.
4. Principal will purchase resources on the FAMIS portal.
5. Schedule the assessments accordingly to be done by the Master Teacher (Support of Partner Teachers)
6. Wilson's "Foundations" will be scheduled to serve the lowest performing students during the literacy blocks. LLI will be primarily utilized during Saturday Scholars Academy.
7. Students will receive additional targeted reading instruction on twenty Saturday throughout the year from December through June of the present school year.
8. The "University" homogeneous groups for literacy instruction are flexible and reflective on the schedule of each particular team.

Strategies to Increase Parental Involvement

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).

1. Send home weekly newsletters/parent communication listing ways that parents can help at home.
2. Host family literacy workshops, family literacy nights, and learning celebrations throughout the school year.
3. Weekly "Parent Forum." Allows parents to meet weekly with the principal to explore way to better support their children's literacy development

Budget and Resource Alignment

Indicate using an "X" 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	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014, the number of students performing at a level 3 or 4 will increase by 5% as measured by Go Math Performance Tasks.

Comprehensive Needs Assessment

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

Discovery Math Baseline Assessment results indicated that 30% of kindergarten, first and second grade students were performing at or above grade level.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Teachers will meet daily to share effective instructional practices and plan math lessons in teacher teams to improve instruction and student achievement.
2. Teachers will meet weekly to discuss student work and analyze student data in math.
3. Teachers, Master Teachers and school support staff will provide small group intervention for students who are performing below grade level.
4. School leaders will identify and purchase instructional materials to support whole class and small group math instruction.
5. Student progress will be measured at the end of each unit to monitor growth, tailor instruction, and create flexible student groupings.
6. Based on the assessments, students in grades K, 1 and 2 are grouped based on data to target their instructional needs in math.

B. Key personnel and other resources used to implement each strategy/activity

1. Staff: Teachers, Master Teachers, and support personnel (i.e. paraprofessionals) provide daily math instruction and small group guided lessons.
2. Teachers and Master Teacher will use the 90-minute morning meeting to analyze data to drive instructional shifts.
3. Teachers and Master Teachers and support staff will strategize effective homogeneous groupings of students to target instruction.
4. Resources: Go Math, Go Math Response to Intervention, and teacher created materials. Principal will conduct walkthroughs and observations to monitor mathematical instructional practices implemented to improve student achievement.
5. Students will be grouped based on data to tailor instruction based on each groups' need.
6. Teachers and Master Teachers and support staff will strategize best ways to group students to target instruction.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Master teacher and teachers will review student progress at weekly planning meetings and adjust small group instruction.
2. At the completion of each Go Math Unit, teachers will analyze student performance assessments to monitor growth, tailor instruction, and create flexible student groupings.
3. Throughout the year students will be grouped strategically to target math instruction in small groups
4. Master Teachers. Principal and Teachers will monitor the effectiveness of the Go Math program as evidenced by end-of-unit assessments
5. Students progress will be measured at the end of each math unit.
6. Throughout the year, students groups will be formed flexibly based on data of student performance

D. Timeline for implementation and completion including start and end dates

1. September 2013 – June 2014
2. Ongoing, throughout the year
3. Ongoing, throughout the year
4. Acquisition of materials (complete) is expected by the end of October of the present school year.
5. Ongoing, throughout the year
6. Ongoing, throughout the year

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. As per TNAA contract, teachers meet for 90 minutes every day to plan and receive mentoring and coaching from Master Teacher and Principal.
2. Schedule a particular one-day of the daily 90-minute planning session to be dedicated to mathematics.
3. Master teacher and additional staff “push-in” to target groups of high-needs students during math block.
4. Principal will purchase resources on the FAMIS portal.
5. Schedule of End-of-unit assessments and tracked by Master Teacher.
6. Flexible homogeneous groups of students are schedule and assigned to “Universities” for the mathematics block.

Strategies to Increase Parental Involvement

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).

4. Send home weekly newsletters/parent communication to inform families about their child’s current math instruction and supply ways that parents can help at home. Send home Go Math enrichment activities. Host family workshops and learning celebrations throughout the school year.

Budget and Resource Alignment

Indicate using an “X” 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	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2013, the annual attendance rate will improve by from 91% to 93% as measured by ATS daily attendance reports.

Comprehensive Needs Assessment

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

The attendance rate in the previous school for the 2012-2013 school year was 87.9 % Research indicates student attendance is linked to academic achievement.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Award ceremonies for students with above 98% attendance.
2. Outreach to families of students' with attendance rates below 94%.

B. Key personnel and other resources used to implement each strategy/activity

1. Teachers, administration, community assistants, parent coordinator, school secretary.
2. Teachers, administration, attendance teacher, community assistants, parent coordinator, school secretary

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Conduct attendance ceremonies during the curriculum celebrations six times during the school year.
2. Parents will be contacted daily and/or weekly for students who are absent. Weekly attendance report will be generated and analyzed. Chronic absentees will be contacted by the attendance teacher.

D. Timeline for implementation and completion including start and end dates

1. September 2013-June 2014.
2. Weekly review of attendance each Tuesday.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. The attendance ceremony is to be added to the beginning of every curriculum celebration conducted by each teaching team.
2. Comprehensive outreach program to increase attendance. It includes the utilization of the Parent Coordinator, the Principal Parent Forums, curriculum celebrations, PTA functions and any other pertinent activity to address attendance issues with the community at large.

Strategies to Increase Parental Involvement

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).

Parental cooperation and partnership are crucial to the attainment of this goal. Family outreach will include:

- Phone calls home when students are absent.
- Home visits by Community Assistance and Attendance Teacher for chronic absentees.

Budget and Resource Alignment

Indicate using an "X" 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	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

Strategies to Increase Parental Involvement

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).

Budget and Resource Alignment

Indicate using an "X" 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
List any additional fund sources your school is using to support the instructional goal below.						

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

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).

Budget and Resource Alignment

Indicate using an "X" 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
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List any additional fund sources your school is using to support the instructional goal below.

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Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Guided Reading, Wilson Foundations, LLI	Small group	During the school day and Saturdays
Mathematics	Guided Math Groups and stations	Small group	During the school day
Science	Thematic Interdisciplinary units	Small group	During the school day
Social Studies	Thematic Interdisciplinary units	Small group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At-risk counseling and intervention	Individual and Small Group	During the school day

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
	School Wide Program (SWP)	x	Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
6-Step hiring process for master teachers Daily hour and a half of daily planning as a team (Master teacher plus four other teachers) Daily mentorship and PD provided by master teachers Each team is comprised by at least one special educator and a bilingual/ESL/TESOL teacher

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Daily hour and a half of planning as a team Tailored PD for educators by the master teacher and administrator Weekly reflective practice sessions Staff conferences

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Funding is targeted to our lowest performing students. For example, we coordinate the use of Title I, and TL monies to fund educators working with our highest need students. A portion of the funds were also set aside for supply and uniform assistance.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
Homogeneous grouping based on Fountas and Pinell levels to target guided reading instruction. Small group instruction in Mathematics

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
Students are homogeneously grouped for reading, writing and math to target instruction at the students' level. Students are also grouped randomly for the interdisciplinary studies. In both cases students are not removed from the classroom.

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend 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;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 9	Borough Bronx	School Number 274
School Name The New American Academy		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Pepe Gutierrez	Assistant Principal N/A
Coach	Coach
ESL Teacher Trinelle Ragoonanan	Guidance Counselor
Teacher/Subject Area Monica Encarnacion/Bilingual	Parent
Teacher/Subject Area Yesenia Moreno/Bilingual	Parent Coordinator Cruz Barahona
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other Christie Carmichael/Special Ed

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 currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	3	Number of teachers who hold both content area and ESL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	277	Total number of ELLs	37	ELLs as share of total student population (%)	13.36%
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Part II: 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 checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish

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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)	1													1
Freestanding ESL														
Pull-out		1	1											2
Push-In		1	1											2
Total	1	2	2	0	5									

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	237	Newcomers (ELLs receiving service 0-3 years)	37	ELL Students with Disabilities	6
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6+ years)	0

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language	17									17
ESL	20		6							20
Total	37	0	6	0	0	0	0	0	0	37

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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	EP	EL	EP																
Spanish SP	17																		17	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	17	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	17	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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
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): <u>0</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American: <u> </u>	Asian: <u> </u>
Hispanic/Latino: <u> </u>	Other: <u> </u>
Native American: <u> </u>	White (Non-Hispanic/Latino): <u> </u>

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		6	13											19
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			1											1
TOTAL	0	6	14	0	0	0	0	0	0	0	0	0	0	20

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)		1	0											1

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)		3	6											9
Advanced (A)		2	8											10
Total	0	6	14	0	0	0	0	0	0	0	0	0	0	20

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
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								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

PS 274 uses Fountas and Pinnell to assess the early literacy skills of our ELLs. The data provides us with insights about ELL students' letter and sound recognition, early literacy behaviors as well as their reading levels.

The data allows us to create and differentiate lessons for our ELLs that best meet their literacy needs. This data also guides our differentiated instruction, small guided reading groups and RtI services for ELL students.

In the ESL classrooms no literacy assessments are used in the native language. However we do use the Fountas and Pinnell Sistema De Evaluacion De La Lectura Grados K-2/Niveles A-N to evaluate the literacy skills of our students in the Dual Language program, as well as any Spanish dominant newcomers entering the ESL program. As for math, assessments are provided in Spanish for students in the Dual Language program, as well as for any Spanish dominant newcomer in our ESL program.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

According to the LAB-R and NYSESLAT results for 2013, the data patterns reveal that there are a total of 14 ELL's in second grade, 6 in first grade and 17 ELLs in kindergarten. In addition, we only have beginning ELLs in kindergarten and first grade. In second grade ELL's are either intermediate or advance.

Spring 2013 NYSESLAT Data became available to us in September 2013 for those students who entered first grade and second grade in 2013-2014. Overall, the results indicate that the students scored more successfully in listening and speaking than in reading and writing. Therefore, more rigorous instruction must be implemented in reading and writing. In order for the students to make progress, the teachers are encouraged to effectively integrate the use of technology, visuals, differentiated instruction and activities, ESL strategies/methodologies, small group work, guided reading, writing, and math centers as well as daily conferencing with students. All instructional decisions are data driven. Our goal is to minimize the number of intermediate students and to bring them to an advanced level if not proficient, and to similarly transition advanced students to a proficient level. The same goes for our beginner students. LAB-R raw scores available for 2013 have revealed that our 17 beginner/intermediate students in the Dual Language program need language instruction in the 4 modalities of listening, speaking, reading, and writing with additional support in listening and speaking.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The patterns that we found across NYSESLAT and LAB-R scores helped us determine which grades will implement an ESL program model (first and second grade) and which grades will begin to implement a dual language program model (kindergarten) due to higher enrollment of ELLs who tested at beginning and intermediate levels and whose home language is Spanish.

4. For each program, answer the following:

- a. 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?

- a. PS 274 is a pre-k to second grade school in its first year. As a new school, more patterns will be identified in the following years.

As of this year there is very little information on how ELLs tested on native language tests in the past, but according to the NYSESLAT there is a lower number of ELLs in first and second grade compared to ELL in kindergarten, which may imply that ELLs are becoming more proficient in English as they move up a grade. We plan to administer more native language test in the future, in order to make more comparasions between language proficiency tests.

- b. Masters Teachers analyze data and are responsible for creating groupings and reporting finding back to classroom teachers. As Masters Teachers they also provide push-in and pull-out support in order to maintain student progress. Teachers use the data to identify students at risk and to group students according to their needs for small group differentiated instruction

- c. PS 274 plans to use the ELLs Periodic Assessments as a way to track student progress and determine next steps, as far as academic and language goals for all ELLs. We are still in the beginning stages of learning the needs of our ELLs, given that we are a new school and are still collecting data, especially on students who will be supported with native language instruction. Therefore, native language will be used to collect data on whether ELLs have had any formal schooling in their native language and/or have some literacy background. Native language will also be used to gauge how much prior knowledge or instruction of math, science, or social studies concepts students

have learned and retained and we will build upon that knowledge.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

All ELLs are assessed using Fountas and Pinnell Benchmark Assessment System to determine literacy behaviors, abilities and reading levels. ELLs are then placed in grouping based on their level of literacy (Tier I, Tier II, Tier III). Our ELL students begin in Tier I and move into Tier II and Tier III grouping if they demonstrate a need for more targeted and intensive instruction and academic support. The extra support can occur in the classroom during differentiated small group instruction but may also take place in separate setting with supports and instruction being focused on specific learning targets based on students' individual needs.

Tier I – Core Instruction in Literacy

Tier I is considered the primary level of instruction at PS 274 and always takes place in the general education classroom. Tier I involves appropriate instruction in reading delivered to all students in general education class by qualified classroom teachers. ReadyGen Common Core State Standards aligned curriculum is currently used to address all core reading and writing instruction. As needed, Common Core State Standards aligned programs such as Strategies for Writers by Zaner-Bloser, Teacher's College Reading and Writing Project and Foundations by Wilson are used to supplement core instruction and meet the needs of ELL students.

Tier II – Targeted Small-Group Instruction Practices and Interventions

Tier II grouping provides small group, supplemental instruction. Supplemental instruction is provided in addition to, and not in place of core instruction received in Tier I. Instruction/interventions provided at this level/tier are designed to address the needs or weaknesses of the student relative to the reading process. ELL students in Tier II who are not making sufficient progress in Tier I will be offered supplemental small group instruction that takes place at a different time than the core curriculum instruction. Interventions are designed to match the needs of students identified as at-risk through screening and progress monitoring measures and are provided for a minimum of 20-30 minutes per session, for a minimum of 3-4 times per cycle by trained and knowledgeable school personnel. Tier II supplemental reading instruction is provided in addition to ESL services to students whose first language is not English if the student has scored at the Intermediate or above levels on the NYSESLAT. Students who score below this level receive more minutes of ESL services by a certified ESL/Bilingual teacher during the differentiation block. Program options available to students at this tier are based on student needs.

Tier III

Tier III is designed for those students who have been unresponsive to Tier II intervention or who demonstrate such significant needs that warrant intensive instruction or intervention. Tier III supplemental reading instruction is provided to students whose first language is not English if the student has scored at the intermediate or above level on the NYSESLAT. Students who score below this level (Beginning) receive more minutes of ESL services by a certified ESL/Bilingual teacher during the differentiation block. Program options available to students at this tier are based on the students needs.

Progress Monitoring

PS 274 uses Fountas and Pinnell to determine a student's movement across the tiers by examining rate of progress and level of performance over time. The ESL/Bilingual teacher will also periodically assess students' ability in the additional 3 modalities of writing, speaking, listening during ESL instruction in small groups and on a one-on-one basis based on the students' abilities and needs.

Pull-Out ESL Services

Students will receive half of their ESL instruction during pull-out services by a certified ESL/Bilingual teacher. This service will be provided in a small group setting in addition to and outside of the core curriculum instruction block. These services will be provided for minimum of 30 minutes, three to five times a week.

Integrated Instruction During the Differentiation Block

ELLs will receive integrated core instruction with ESL methodology support during reading, writing, math and interdisciplinary studies. Students will be pulled for differentiated small group instruction when necessary to meet the needs of students and support their learning of core subjects and provide them with any necessary language supports.

Students will also receive ESL instruction during morning meeting sessions each morning for 30 minutes, five times a week. The

four modalities, reading, writing, listening and speaking will be addressed through whole class meetings, morning message, whole group games and conversations. The emphasis however will be on speaking and listening and provided ELLs with ample opportunities to interact with classmates and practice these skills within a safe and nurturing environment.

6. How do you make sure that a child's second language development is considered in instructional decisions?
Teachers meet every morning for 90 minutes to discuss students progress, vet lessons, share instructional material and plan targeted instruction based on the needs and demonstrated second language development of studnets. During this time, teacher teams may discuss considerations for children who are developing a second language with the ESL teacher on their team. Together teachers discuss effective ways to support ELLs and integrate the use oftechnology, visuals, differentiated instruction and activities, ESL strategies/methodologies, small group work, guided reading, writing, and math centers into their daily instruction. All instructional decisions are discussed and agreed upon as a team with the support of the ESL teacher and Master Teacher on each grade.
7. 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?
 - a. EP students will be given the Fountas and Pinnell Spanish assessment and are continously informally assessed in small guided reading groups. Oral language is informally assessed through interactions with the teacher, peer interactions and partnership/group work.
 - b. Fountas and Pinnell Sistema De Evaluacion De La Lectura Grados K-2/Niveles A-N will be used to evaluate the literacy skills in the second (target) language of our EP students in the Dual Language program beginning in January 2014. As a new school, we are currently in the beginning stages of identifying level of language proficiency in the second (traget) lanuage for our EP students in the Dual Language program. Daily conversations and interactions with Spanish speaking peers will also be used to assess the speaking and listening language profieciency in the second (target) language for EPs.
 - c. Currently the school does not have a testing grade because the school is a pre-k to 2nd grade school.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
For the current year we will only use the Fountas and Pinnell and GoMath assessments to evaluate the success of the ELLs in our school. As our school grows we will begin identifying more appropriate wasys to evaluate the success of our programs for ELLs and plan to make adjustments as needed to best meet the needs of each and everyone of our students.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

PS 274 is a new school that opened in September 2013. This school year, 2013, the school comprises of 4 kindergarten classes, 4 first grade classes and 4 second grade classes. PS274 is a phasing-in school where many of our students came from the phasing-out school housed in the same building. Many of our students arrived with HLIS forms already in their cumulative record folders. The certified ESL teachers, Mrs. Encarnacion and Ms. Moreno checked the HLIS forms for all incoming students. Eligible students were then administered the LAB-R within the first 10 days of the beginning of the school year (Day 1 from entering the school) by the Testing Coordinator/Master Teacher Ms. Shore. The Spanish speaking ESL teachers/coordinators Mrs. Encarnacion and Ms. Moreno administered the Spanish LAB as needed based on the LAB-R raw score results. In collaboration with the school

principal, Mr. Gutierrez and the ESL teachers/coordinators, the entitled students were then placed in the program as per parental choice. Parent Orientations for all the families of possible ELLs were conducted in September. During the meetings, the parents learned about the available programs. They watched the NYC Department of Education Parent Orientation video in Spanish and in English (or in any other language that is available, as needed). A Question-and Answer session then took place, followed by the introduction and completion of the "Parent Survey and Program Select Form".

As the new school year progresses, all new families who come directly to PS274 are given a registration packet which includes the HLIS form in both English and Spanish (and other language as needed). The ESL teacher/coordinators and other trained pedagogues, Ms. Shore and Mr. Gutierrez who are available at the time new families come to register, assist in completion of the HLIS. Informal oral interviews (in the native language as needed) are conducted collaboratively by the following school pedagogues: Mrs. Encaracion, ESL teacher/coordinator, Ms. Moreno, ESL teacher/coordinator, Ms. Shore, Master Teacher and Mr. Gutierrez, Principal. All formal initial assessments and placements continue to be made in collaboration with the principal and the ESL personnel. In the Spring of 2014, NYSESLAT will be administered to all eligible students as per the RLER and the current class lists (ROCL). All four components of the NYSESLAT (speaking, listening, reading, and writing) will be administered by the ESL teachers/coordinators, Mrs. Encaracion (in second grade), Ms. Moreno (in first grade), and Ms. Carmichael and Ms. Ragoonanan (in kindergarten). ESL and bilinugal teachers will administer the speaking component one-on-one to the students. The other three components, listening, speaking, and reading, will be administered by the ESL teachers/coordinators. Students will be taking these parts in groups.

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.

After students are determined as eligible for ESL services through LAB-R testing, we implement our outreach plan for educating parents about the three program choices available for ELL education within the NYC public school system. The personnel involved in Parent Orientation sessions for ELLs include the school's Parent Coordinator; the Certified Bilinugal teachers, ESL teachers and Dual Language teachers; the Master Teachers; on-site translators for Spanish Speakers; and we enlist services from the NYC Department of Education Translation and Interpretation Unit when a translator is not available on site.

First, parents receive an Entitlement Letter which lists their child's score on the LAB-R, how the score determines eligibility, and includes an invitation to an ELL Parent Orientation at the school and direct contact information for the Certified ESL teachers, the Parent Coordinator, and general school contact information. The Entitlement letter is sent as soon as a student is determined as eligible for ELL services, and the letter includes a Parent Survey and Program Selection Form as per the instructions on the Department of Education Entitlement Letter.

The Parent Survey and Program Selection Form is to be returned to the ESL teachers at the time of Parent Orientation, which is held within 10 days of student admission to the school. Parents who attend the Parent Orientation receive a program brochure at the start of orientation (in the native language when available).

Parents then view the NYC Department of Education's Orientation Video for Parents of English Language Learners. The video informs parents of the three choices available to them within the NYC Public school system (Dual Language, Transitional Bilingual, and Freestanding ESL Programs).

After viewing the video, a question-and-answer session is held between the ESL teachers and the parents, during which parents are able to ask questions about the information presented to them in the video and the best options for their children are re-iterated by the ESL teacher (Dual-Language Programs being the best option, Transitional Bilingual Programs being the next-best option, and Free-Standing ESL programs being the third best option as per research on ELL programs.)

Parents are also informed that if the school reaches the warranted number of students (15) in at least two contiguous grades speaking the same L1 and parents have chosen that program, the school will reach out to parents and provide such program for students.

Parents then use the information provided in the Orientation and fill out a Parent Survey and Program Selection Form (given in the

native language when available). If parents' first choice is a program that is not available at the school, the school provides parents with information regarding schools that do offer the program of choice. If parents decide to choose the program available at the school, a Placement Letter is sent home to parents describing their child's placement into the school's ESL Program.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

Parents receive Entitlement letters informing them of their children's eligibility for LEP services immediately after a child's eligibility is determined. Entitlement letters, which list the child's score on the LAB-R and explain how that score determines eligibility, are distributed to classroom teachers of entitled students. Classroom teachers then distribute the letters to the entitled students who take the letters home with them and parents also receive letters by certified mail. Parents have until the date of Orientation to return the letters to the ESL teachers. Direct contact information for the Certified ESL teachers (Mrs. Ragoonanan, Ms. Carmichael, Ms. Moreno, or Mrs. Encarnacion), the Parent Coordinator (Mrs. Barahona), and general school contact information is included in the letters. All letters are maintained in a secure file in the main office and ATS report (RLER) is used to determine NYSESLAT eligibility.

Entitlement letters also include a Parent Survey and Program Selection Form as well as an invitation to an ELL Parent Orientation at the school. The letter is attached as per the NYC Department of Education Entitlement Letter wording and instructions.

The letter asks parents to return the Parent Survey and Program Selection Form by the date of Orientation -- typically scheduled for 1-2 days after LAB-R administration determines ELL service eligibility. If parents neither return the Parent Survey and Program Selection Form nor attend Parent Orientation, a second Entitlement Letter is sent inviting parents to come to an Orientation session. In the case that parents do not respond to the second Entitlement Letter, a telephone call is made to parents, during which the program choices and placement procedures are discussed and parents can choose their desired program for their children.

At the time that all of the before mentioned steps have been taken and parents are still unresponsive to outreach, students are placed into the best program available at the school, which is a Freestanding ESL Program. At the time of placement, a Placement Letter is sent home to parents (in the native language when available) informing them of their child's placement into the school's ESL program. Placement Letters include contact information for the ESL teachers as well as general contact information for the school.

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.

After LAB-R administration and ELLs' identification, the parent option forms will be evaluated. ATS is also updated within 20 days by the school secretary, Mrs. Williams. Then, Ms. Carmichael, Ms. Moreno, or Mrs. Encarnacion, the ESL teachers/coordinators will send home the DOE formatted letters in the children's native language informing parents/guardians of placement of their children in a bilingual or ESL instructional program (DL, TBE, & ESL). These letters are copied before being sent home and a copy is kept in a secure file in the main office. The same process goes for continued entitled letters. If parents have any further questions, they are encouraged to call or visit the school for clarification.

Throughout the year, newcomer ELLs will be placed in the appropriate program based on their proficiency level as determined by the LAB-R results. Every effort is made so that the student is placed in a homogenous graded group of learners. The instruction is further differentiated to accommodate optimal learning in a low-anxiety learning environment where the ELLs feel safe to take educational risks. The ELLs are also encouraged to celebrate their unique cultural heritage and also encouraged to read and write in their first language when feasible and appropriate. The children will be grouped homogeneously. After the first couple of weeks, adjustments and tweaking to the schedule will be made to provide an optimal learning environment to the extent possible.

Parents are informed of the latest research about ELLs by various means, in conversation or in print or in parent meetings and orientations. Parents are also encouraged to read to their children in their native language as research shows the transfer of literacy and numeracy skills across languages. Our GO Math Curriculum provides Spanish text for parents and we provide students with book baggies with books in Spanish for parents to read to their child.

Once all data from NYSESLAT are studied and proficiency levels are determined, the principal directs the ESL teacher to schedule and place ELLs in groups that are based on performance levels to insure the ELLs receive the mandated 180 minutes for the advanced and 360 minutes of ESL services for the beginner and the intermediate ELLs.

The ESL teachers and the principal meet several times throughout the year to schedule all groups of ELLs; to plan for ELL Periodic Interim Assessments and any other issues concerning ELLs' assessments and scheduling.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

This will be the first year that our staff will administer the NYSESLAT. Our school will assure that all students that are reported on ATS reports (RLER and RLAT) as eligible for the NYSESLAT are administered the test starting on April 9th to May 16th, 2014. Each ESL teacher in each grade will be responsible for administering the test. ESL teacher will administer the Speaking component of the test between April 9th to May 16th, 2014. The listening, reading and writing components will be administered May 5th through May 16th, 2014. Test administrators will prepare prior to administering the test by ordering materials on-time to begin administering test on April 9th, as well as reading the Directions for Administration, and the School Administrator's Manual. If test with large print need to be ordered to meet the needs of certain ELLs, the exact amount will be ordered. Tests will be administered in a testing environment and all ELLs will receive an unlimited time to complete the test. Reading, Writing, and Listening test will be administered first thing in the morning, in order to provide as much time as necessary for all ELLs to complete the NYSESLAT to the best of their ability.

6. 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.) 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. 

This is the first year that PS 274 is in session and the only noticings that we have made, in regards to the Parent Survey and Program selection from the beginning of the year are that majority of parents prefer to have their children in a monolingual setting with ESL services. Currently each of our grade teams includes one Bilingual/ESL teacher to service those students whose families have chosen to have their child in a monolingual class with ESL services.

We have also notices that some parents do favor dual-language models and as a brand new school are interested in pursuing this possibility for our students and families. Our Bilingual/ESL Coordinators are currently working on developing a model that will meet the needs of our students and their families and fit our unique school vision. As a brand new school we are in the planning stages of our dual-language program and are rolling it out beginning with our kindergarten class. The ultimate goal for our school is to provide a tri-lingual program (English/Spanish/French) choice for our families. We have identified this as a good fit for our school based on the HILS, parent surveys and conversations with parents. We hope that by meeting the needs and requests of those parents who do prefer a dual-language setting we will in the future build a program that will grow from a dual-language model to a tri-lingual model.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
 - a. The organizational models of ESL instruction is by content rotations, where children will rotate to an ESL teacher and receive ESL instruction during interdisciplinary and reading instruction. The program models are same-grade, homogenous and heterogenous rotations. All students who are in the Freestanding Monolingual classes with ESL services and are entitled to 180 minutes or 360 minutes per week. They will receive more than necessary support because students will see an ELA teacher for at least 60 min each instructional day during content rotations and receive ESL support and native language support as needed from our Bilingual teachers.
 - b. Kindergarten will begin to implement a dual-language model by also having content based rotations where they will provide both ESL support and native language support to current ELLs and emergent bilinguals. For example, during morning meeting, students will receive native language support and english dominate students will begin to be immersed into Spanish. Similarly, the same will be done during interdisciplinary, with the goal to fully immerse students in both English and Spanish (50/50 model).
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)?

An ESL teacher is assigned for each grade team, Ms. Carmichael will maintain records of ELLs in Kindergarten. Ms. Carmichael and Ms. Ragoonanan will see student who are entitled to either 180 or 360 minutes of ESL per week through small group instructions during literacy block and during interdisciplinary periods. Each group will be 45 minutes. The same schedule applies for first grade and second grade. The ESL provider for first grade monolingual classes is Ms. Moreno, who will also maintain records of ELLs. Ms. Moreno will assure that students are receiving 180 minutes because they are advanced ELLs and 360 minutes for ELLs that are beginners or intermediate. Mrs. Encarnacion will service the ELLs in second grade monolingual classes also based on whether they are a beginner, intermediate, or advanced ELLs. All ESL teachers will maintain records and schedule of the ELLs that are being serviced.

Explicit instructional minutes are delivered in each program model. ESL instructional minutes are delivered by content specific rotations. ESL teachers also plan together with other members of their team to discuss lessons, strategies to address all English proficiency modalities and instructional ideas to best serve all ELLs. By having ESL and classroom teachers plan together helps assure that similar strategies are used consistently throughout the entire day. Dual-language and ESL teachers also meet across grades to plan for Native Language Arts and ELA instruction for ELLs. Following their ELL populations and the students' needs, teachers create subgroups according to the mandated minutes. They also take into consideration the NYSESLAT subscores, and group students according to how the children scored on the Speaking/Listening/Writing/Reading parts of the test. Themes, objectives, and lessons for each subgroup are planned in order to differentiate instruction.

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 foster language development and meet the demands of the Common Core Learning Standards.

The teachers in each grade team at PS 274 planed six interdisciplinary units (Agriculture, Medicine, Transportation, Engineering, Energy and Communication) during the summer and are now implimenting the units. During the planning process an ESL teacher was present in each team and continues to be part of the grade team both teaching and with planning throughout the year. This assures that every single teacher in any grade is receiving pedagogical ideas, strategies and therefore everyone, including the ESL teacher is well aware of all the goals for each unit and student expectations. All units include hand-on projects, developing oral language through hetergenous groupings and are geared towards explorations and building prior knowledge, especially for our ELLs. Our literacy curriculum is based on ReadyGen Reading, Writing, and Phonics, a Common Core aligned curriculum provided by the NYCDOE. Some phonics is supplemented by Foundations. Realia, graphic organizers, Total Physical Response (TRP), role-playing, big books, songs, explorations, manipulatives and visuals are some of the tools and methodologies used to

scaffold our ELLs' learning. The ESL teachers also take into consideration the students' learning styles: tactile, kinesthetic, visual, and auditory. Dual language teachers also utilize ESL methodologies and strategies as they teach their students in English and Spanish. All teachers are committed to advancing our ELLs in English proficiency.

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

Dual language teachers will use Sistema de evaluacion de la lectura by Fountas and Pinnell to evaluate native language proficiency and will administer a reading assessment at least three times a year or as necessary.

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

The ESL/Bilingual teachers for each grade will work together to assure that all students are tested in each modality by creating a testing schedule. The testing schedule will indicate which students will be tested and what day they will be tested, as well as which modality they will be evaluated on. Students who are absent the day the tests are administered will be able to make up the missed modality and will be evaluated by one of the Bilingual/ESL teachers. There will be five formal evaluations in one academic year beginning in September, then November, January, March and finally in June to track progress using Fountas and Pinnell for reading. Performance Based Tasks for Writing by Ready Gen will be given to students at the end of every unit (8 units) to also track writing progress and will be kept in a student portfolio. Other informal assessments will be used, such as graphic organizers completed during the literacy blocks. Informal assessments for listening and speaking will be made during read alouds, partner work, and interdisciplinary studies when students are given opportunities to speak with English models (peers) and present to both the whole class or in small group projects. Partnerships will be strategically made so that ELLs are always working with an English model and sentence prompts are also provided for ELLs to use when trying to articulate a thought.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. Currently SIFE students have not been identified at our school. When SIFE students are identified we will analyze their data in order to identify specific needs and support them accordingly. If SIFE students are identified we will offer targeted intervention programs either during school hours or through after school programs which can be held in either English or Spanish. During school hours we will use peer-buddy and small group activities so that the SIFE students can gradually begin to adapt to the school culture and whole group discussions as they acquire the necessary oral language skills to participate in larger groups and feel safe to take educational risks. Those identified as SIFE will receive an individualized plan, one on one instruction from the ESL teacher as needed, as well as from the classroom teacher. TPR (Total Physical Response), the Natural Approach methodologies; Cognitive Academic Language Learning; Whole Language Approach; and Retelling are some of the approaches used to teach language based on the level of English proficiency for the SIFE. The instruction is adjusted as their English language skills are increased.

b. We recognize the demands of newly arrived ELLs and the longer-term ELLs are different and when both types of ELLs are grouped together, a variety of scaffolding methods will be employed to ensure differentiation and delivery of instruction. Specific strategies for each of the four language modalities will be taught in small groups. The ELLs will also use computers and various software to work on their listening skills specially targeting skills at hearing the beginning, middle and ending sounds. The newcomers will use software to help them decode sounds, and pronounce words as natives do. The Visual Graphic Organizers, Audio Visuals, Multicultural Resources, Alternative Assessment Instruments and other modified class work based on the level of English Proficiency are used as strategies to teach the Academic language skills to newcomers. For newcomer ELLs, the instruction is focused on BICS (basic interpersonal communicative skills), so that they acquire the basics of the language in order to be able to communicate in school setting and be able to express their own needs and concerns. We use TPR and a Peer-Buddy system is in place for the newcomer ELLs to feel safe, happy and belonged in a low-anxiety, stress-free learning environment. As the newcomer ELLs acquire the language and as speech emerges naturally; they will be taught CALP (cognitive academic language proficiency) by various instructional strategies. The ESL classroom will continue to feature a print-rich environment that supports the acquisition of language. This means: a word wall will be in place, strategy charts related to the current units of study will be in place. Listening centers will be in place in classrooms for ELLs.

c. We look at the NYSESLAT results and have a quick intervention, which is a sustained, ongoing and deliberate targeted plan for the Pre Long-Term ELLs to prevent them from becoming Long Term ELLs. The goal for Pre Long-Term ELLs is to reach proficiency.

To meet that goal, in addition to receiving the ESL minutes mandated by CR Part 154, we do the following: A combination of classroom inquiry like assistance is offered to the Pre-Long ELLs to become proficient in the modality in question. The Pre Long-Term ELLs are provided with additional help in after school programs. The instruction is consisted of focused instruction in reading and writing. The Pre Long-Term ELLs also receive intervention in the areas of reading and math. The Pre Long-Term ELLs will also participate in the NYSESLAT test prep to acquire the skills needed to successfully reach proficiency in the NYSESLAT 2014.

d. The goal is for our Long-Term ELLs to reach proficiency and test out of NYSESLAT. In order to meet that goal, the Long Term ELLs along with all other ELLs will participate in the NYSESLAT preparations and enrichment activities in after school programs or Saturday enrichment.

e. The plan for the former ELLs that pass the NYSESLAT is to continue to provide modified support through heterogeneous activities and utilizing them as models for current ELLs, in order to instill leadership skills. In addition all former ELLs will receive time and a half when they are in a testing grade. Currently our school only consists of grades pre-k to 3rd. Although if our current ELLs pass the NYSESLAT this year (2013-2014), these will be our former ELLs for the 2014-2015 school year and therefore will be eligible for at least time and a half or double time.

7. 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?

We will serve our ELL-SWDs with ESL services and native language support, as per CR Part 154 and as mandated by their IEPs. We highly differentiate instruction based on the theory of Multiple Intelligences, which accounts "for a broader range of potential in children." ESL teachers will consult with other teachers on their team who teach the same ELLs, introducing material and discussing the children's specific needs. Eligible ELLs-SWDs are served as per their IEPs.

STRATEGIES USED BY TEACHERS OF ELLs-SWDs :

- Lessons are presented in various ways such as using music, field trips, cooperative learning and multimedia related to a student's cultural and social background.
- We also use schema building approach for academic literacy where ESL teacher of ELL- SWDs directs ELLs to preview the text before the Read-Aloud or Shared Reading. The teacher walks through the pages noting titles, paragraphs, pictures/illustrations so that ELLs can start the reading task with a general sense and feel about the story as the teacher draws the students' attention to a more in depth analysis of the book.
- Shared reading and choral reading using various ESL methodologies are the central focus of the ESL program.
- Our school is using ReadyGen which provides cognets, which ELLs can use to transfer knowledge and make connections. GoMath and Foss Books (science) are available in both English and Spanish.
- Guided reading & writing; graphic organizers; modeling; small groups structured conversation; poem memorization; flash cards; spelling words incorporated into reading; conferencing; circling unknown words in reading material; labeling classroom supplies/ objects in both languages; visual aids; using colors to distinguish parts of speech in modeling writing; Read Aloud, and facilitated discussions; Think Aloud; Writing Prompts.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

To meet the diverse needs of our ELL-SWDs within the "least restrictive environment" we work hard to be mindful of the ELL-SWDs unique needs. We try to bridge the gap between our teaching styles and their learning styles by using various strategies, prompts and material as indicated above. We have teachers and para professionals trained to Serve ELLs with Disabilities in a caring environment conducive to learning. ELL-SWDs are offered equal and appropriate access to all programs and activities at PS 274 to achieve the grade level standards. The ELL-SWDs are encouraged and assisted to have meaningful participation in all the activities along with their non-disabled peers and other ELLs during the interdisciplinary period. A resource room will also be available for all teachers to use with ELL-SWDs. We will try to meet the ELLs' IEP goals and/or try to progress closer to achieving their goals. The ELA teacher also reinforces classroom teaching points to help ELL-SWDs with their unique needs in the "least restrictive environment" based on their academic, social, lingual and cultural needs.

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

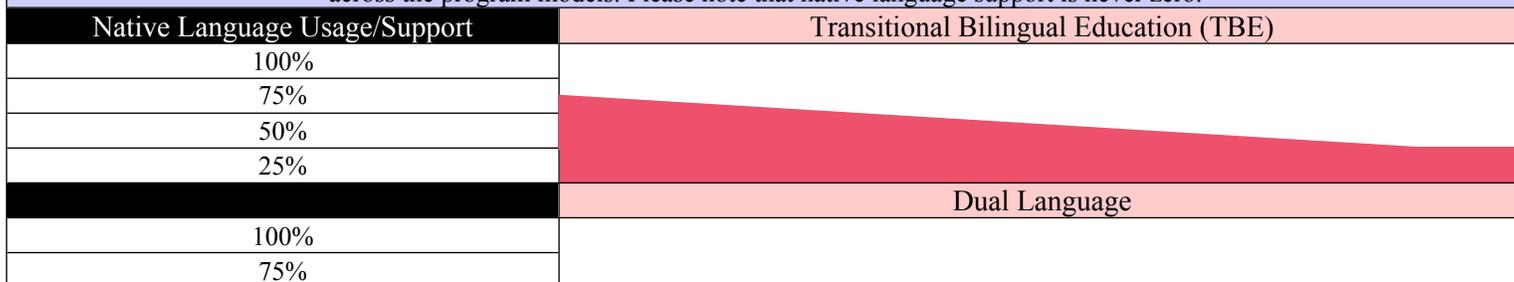
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. 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.
- ELLs who are considered “at risk” receive extra assistance during the school day from the Master Teacher who is a skilled pedagogy in ELA, Math, Science, and Social Studies by “Push-In” and “Pull-Out” programs. For math students have access to Spanish materials and have at least one teacher that they can communicate with in Spanish in order to provide native language support. PS 274 also offers Saturday Academy for all ELLs and all teachers are responsible for working with the ELLs who accepted their invitation to Saturday Academy. During Saturday Academy students work in groups of 10-15 students and ELLs have been grouped together and assigned to an ESL teacher to work on reading, writing, speaking, and listening. In interdisciplinary the use of Spanish cognates are used to provide to ELLs native language support throughout the science and social studies units. In additions, we have a Spanish guided reading library available for the Dual-language program which is used during the school day and Saturday Academy for both teaching reading skills and content. Teachers strategically pick guided reading books that support what students are learning about in either ELA, math, and interdisciplinary.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- This is the first year of implementations, but we hope to increase oral language skills and hold our ELLs to high and realistic social and academic expectations.
11. What new programs or improvements will be considered for the upcoming school year?
- We would like to have programs that involve both students and families participating in dual-language learning.
12. What programs/services for ELLs will be discontinued and why?
- There are no programs that we are planning to discontinue at this moment because it is our first year. Future changes will be based on the outcomes of this 2013-14 school year.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- In general, ELLs participate in all activities along with other general education mainstream or bilingual students. All ELLs are encouraged and supported to participate in all school activities. All ELLs along with their general education peers are encouraged to benefit from library resources and are given books to take home on a daily basis. ELLs will have full access to the computer lab where they along with mainstream students engage in various activities using computers to do projects and write up reports, letters, etc. They are learning various skills in using computers. The ELLs are also entitled to test accommodation, and additional intervention support as needed.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- A review of the NYSESLAT and LAB-R data indicates that extra emphasis needs to be placed on writing, and reading skills. ELLs will continue to be instructed across a variety of genres. ELLs will also actively participate in all test prep enrichment programs in after school and on Saturdays when they are offered. ELLs along with general Education students will have access to classroom libraries in both English and Spanish. ELLs will also have ample opportunities to view videos related to their area of study and teachers will consistently use smart boards in their classrooms to support students of all ability levels. ELLs will have access to classroom computers to conduct research, complete interactive activities and actively learn about new topics of interest and current areas of study. ELLs participate in every project and program that others mainstream students are participating in.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- The use of the students’ native language to support second language acquisition is an invaluable tool to help create a warm and caring learning environment. Although, instruction takes place in English in the ESL Program, efforts are made to use the students’ native language to support them as they learn. In the Dual Language program native language instruction is provided and supported by the implementation and use of words walls, cognat wall, and visuals. Native language support is especially critical for newly arrived ELLs. Peer Buddy and peer tutoring are encouraged and used as immediate supportive tools for the newly arrived ELLs. Once the need is identified, the ELLs are encouraged to do their assignment and write in their native language as they are acquiring English or to become proficient bilinguals in both their native language and their second language (English). There are several teachers who speak Spanish at PS 274. Teachers also use glossaries in the child’s native language to help make the academic content more comprehensible. We read books that are available in both English and Spanish, as well as have a

bilingual library in the ESL classroom. In the ESL classroom, diversity is highly celebrated and it is utilized as a valuable tool to make children feel special and unique while they collaboratively learn in diverse settings. We help children acculturate in a smooth transition from their native culture/language into the English world; assimilating with their peers in their new home.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

All materials, resources, and instruction are age/grade developmentally appropriate. The Dual Language and ESL teachers create heterogeneously mixed groups in an age and level-appropriate manner. For example, Beginner/Intermediate groups in the Freestanding ESL program may include students from different grades; however, those grades only span 3 contiguous grade levels at most. The Dual Language and ESL teachers are careful to use grade-appropriate resources and texts by using student reading levels to help select books for activities and create grade appropriate worksheets. There is a guided reading library at our school that is available to all teachers that is organized by levels and genres and with worksheets, in order to provided teachers with as many age and grade level appropriate materials.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Unable to answer at this time because we do not know if we will have access to the school building before starting the school year.

18. What language electives are offered to ELLs?

Currently there are no electives offered to ELLs.

19. For schools with dual language programs:

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

a. We plan for the target language to be used 50% of the time for EPs and ELLs in each grade.

b. EPs and ELLs are currently integrated during interdisciplinary and morning meetings . We plan to implement a 50/50 model where EPs and ELL are fully immersed in literacy and content in both English and Spanish.

c. Language is currently separated for instruction by time and by teacher.

d. The Dual Language model that will be used will mostly be unique to the teaching team and student population. We will

primarily

aim to have a self-contained rotating model where students will rotate between literacy and content specific teachers and be immersed 50/50 in Spanish and in English.

e. Both languages are taught at the same time.

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1.

- Staff Development is available through our (3) Master Teachers and (3) Bilingual/ESL teachers who have been designated as our Bilingual/ESL Coordinators. Teachers will also participate NYC professional workshops and those provided by our CFN.

- Demonstration lessons are facilitated by our Master Teachers.

- In-house staff development consistently takes place during our 90 minute grade team meetings each morning, as well as during our monthly faculty conferences.

- We will continue to partner with our CFN and will continue to schedule professional development workshops when they are available.

- PS274 encourages our teachers to visit their peers' classrooms and to learn from each other through formal and informal inter-visitations, video taping of lessons, instructional rounds and scheduled reflection sessions.

2.

- Bilingual/ESL Coordinators and teachers meet once a month to plan for Inquiry Team objectives and to discuss best practices. This ongoing professional practice will allow teachers to take an in-depth look at strategies for assessing whether or not students are meeting grade level Common Core State Standards.

- Teachers participate in summer professional development sessions to unpack Common Core State Standards and plan Common Core aligned units of study that include ESL strategies and methodologies and make Common Core aligned learning accessible to all ELL students. PS 274 offers 2 weeks of professional development sessions allowing teacher teams by grade to develop and plan interdisciplinary units of study for the entire school year. Teachers also receive support and guidance from Master teachers as they prepare Reading, Writing and Phonics instruction using ReadyGen and math instruction using GoMath. All teachers also receive Common Core training in partnership with PS 770, The New American Academy's flagship school in Brooklyn, from Master Teacher and Common Core Fellow Elizabeth Deangelis. PS 274 believes that developing teachers and giving them opportunities to plan in teams during summer sessions makes our teachers better equipped to address Common Core State Standards throughout the school year and makes rigorous learning accessible to ELLs at all proficiency levels.

- Our second grade team of teachers also currently participates in instructional round facilitated by Kitty C. Boles, Senior Lecturer at Harvard Graduate School of Education and Vivian Troen, Senior Education Specialist at Brandeis University. Participating teachers identify problems of practice and explore different strategies to effectively support all students, including ELLs, in the classroom. Teachers participate in modeling of lessons, video taping and viewing of each others lessons and current practices, reflection about their current practices and through this reflection make commitments and set goals to improve teaching practice and implement new strategies to maximize student learning. It is our goal to have all grade teams participates in instructional rounds in the near future.

3.

As one of three current The New American Academy (TNAA) schools we partner with PS 770 and The New American Academy's Charter School to share best professional practices and collaborate on planning and implementations of supports for both teachers and students. As the New American Academy continues to grow we project to extend our unique model into a middle school in the near future. This collaboration among our schools will allow us to identify and become better equipped at meeting the needs of our ELL students as they move into the upper elementary grades and then middle school.

We also support our staff by making technology, computers and Smartboards, available allowing them to teach 21st Century skills to our young students and begin preparing them for college and career readiness.

4.

- Our teachers are provided with more than the minimum 7.5 hours of ELL training during common preparation periods, staff development days, summer professional development sessions, grade conferences, and faculty conferences. Agendas, logs and copies of any associated documents are kept by Bilingual/ESL Coordinators and copies are also placed in teacher files.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

The New American Academy hosts a weekly parent forum with the Principal where parents of students of all grades are able to learn about the researched based principles on which our unique school model is based as well as voice any questions, concerns or needs. This forum is delivered in both English and Spanish by our Principal, Mr. Gutierrez. In conjunction with the forum, parents participate in a book study and round table discussion with the Principal and Master Teachers at PS 274. Through this, parents and school personnel are kept current in the most recent literature on educating children at school and at home. The literature is brought to life through collaborative discussions that take place among parents and school staff. For example, currently the group is reading "How to Talk so Kids will Listen, How to Listen so Kids will Talk" by authors Adele Faber and Elaine Mazlish. Throughout this type of thoughtful involvement, PS 274 is able to make a lasting connection between school and home.

Additionally, on a bi-monthly basis, or at the end of each six-week interdisciplinary unit, parents are invited to a curriculum learning celebration. Students are able to display the culmination of their studies in an authentic manner that draws parents into the classroom. This celebration is a collaborative effort put on by each grade level team, and takes place as an entire school on the day of the celebration. On a daily basis, parents are welcome to accompany their children into the classroom. PS 274 follow the TNAA model and has an open-door policy where parents are always invited to observe, ask questions, and volunteer in the classroom. This coordination is done by classroom teachers alongside master teachers from each grade level team. A grade level newsletter is sent home weekly, which includes information about what students have been learning throughout the week in core subjects as well as current activities parents can do at home to reinforce learning in the classroom. All communication with parents is available in both English and Spanish for each grade level.

Lastly, PS 274 has an active PTA, which was organized by parents themselves. Delores Saez and Kim Graves are current co-presidents. Kissie Alexander is secretary, and Osmaira Maldonado is PTA treasurer. We have a strong group of PTA parents that volunteer at our school and help with lunchroom duties during both breakfast and lunch and during special events and fundraisers, such as during the taking of school pictures. Cruz Barahona, the Parent Coordinator, is responsible for hosting workshops for parents and works collaboratively with the PTA to address the needs of parents. Topics such as "reading with your child" and "preparing for the NYSESLAT" are examples of topics which will be covered. Currently, PS 274 is creating a partnership with Roberto Clemente State Park. This partnership will allow for the use of recreational facilities during the hours of morning exercise, recess, and the interdisciplinary hour each afternoon, at the discretion of each grade level team. Parents volunteer during these hours in the classroom, and would volunteer as such during these hours at the state park.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: PS 274

School DBN: 09X274

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Pepe Gutierrez	Principal		1/1/01
	Assistant Principal		1/1/01
Cruz Barahona	Parent Coordinator		1/1/01
Trinell Ragoonanan	ESL Teacher		1/1/01
	Parent		1/1/01
Monica Encarnacion	Teacher/Subject Area		1/1/01
Yesenia Moreno	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Christie Carmichael	Other		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01