



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001): **32K274**

School Name: **PS 274- THE KOSCIUSKO SCHOOL**

Principal: **MARITZA OLLIVIERRA**

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: PS 274- The Kosciusko School School Number (DBN): 32K274
School Level: Elementary Grades Served: PreK to 5
School Address: 800 Bushwick Avenue, Brooklyn, NY 11221
Phone Number: 718-574-0274 Fax: 718-574-1059
School Contact Person: John Zuzeck Email Address: JZuzeck@schools.nyc.gov
Principal: Maritza Ollivierra
UFT Chapter Leader: Helene Loomis
Parents' Association President: Maria Andujar
School Leadership Team
Chairperson: Michelle Cordero
Student Representative(s): _____

District Information

District: 32 Superintendent: Lillian Druck
Superintendent's Office Address: 797 Bushwick Avenue, Brooklyn, NY 11221
Superintendent's Email Address: LDruck@schools.nyc.gov
Phone Number: 718-574-1100 Fax: 718-574-1245

Cluster and Network Information

Cluster Number: 2 Cluster Leader: Despina Zaharakis
Network Number: 210 Network Leader: Joanne Brucella

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in [blue ink](#). If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Maritza Ollivierra	*Principal or Designee	
Helene Loomis	*UFT Chapter Leader or Designee	
Maria Andujar	*PA/PTA President or Designated Co-President	
	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	
Michelle Cordero	Member/Chairperson /Teacher	
Joanne Bruno	Member/Secretary /Teacher	
Aimee Perez	Member/ Administrative Staff	
Monica Barzola	Member/Parent	
Dania Nieves	Member/ Parent	
Daisy Cruz	Member/Parent	
Aida Rosario	Member/ Parent	
	Member/	

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

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

The School Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and SCEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. Tenet 6: Family and Community Engagement.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

7. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
8. **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
9. **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
10. **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
11. **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
12. **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

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

School strengths, accomplishments, and challenges.

The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

P.S. 274 is an elementary school that was rated proficient on our most recent Quality Review. P.S. 274 offers an engaging and challenging learning environment for its students. What makes P.S. 274 distinctive is the collegial climate between school leaders, staff, parents and students that results in a concerted effort to strive for the success of every student. School leaders and staff demonstrate their commitment to achieving this goal by working and planning collaboratively, meeting regularly and engaging each other in professional dialogue that focuses on improving student learning. P.S. 274 fosters academic success by exposing students to the Arts. Students participate in our chorus, Music & the Brain program, visual arts and dance. New teachers are welcomed and mentored by veteran teachers and school leaders, leading to greater staff stability. We have a diverse community with students coming from many countries including Puerto Rico, Ecuador, Mexico, Dominican Republic, China, Tibet and the Middle East.

Our mission is to educate our students to become leaders, problem solvers and critical thinkers through the collaborative efforts of parents, teachers and school leaders. We believe that Common Core aligned instruction will provide the foundation for each individual student's success. This vision is to be achieved through an enriched, nurturing environment and a culture of mutual respect. Our belief is that respect and support for the individual cultivates socially responsible and self-confident students ready to become productive members of the global community.

The school provides many opportunities for collaboration between parents and staff. There are monthly PTA and School Leadership Team meetings. We also offer *Coffee with the Principal* sessions the last Monday of every month. This forum gives parents an opportunity to openly communicate and engage the principal about concerns and questions about the school. Parent workshops are provided by the Parent Coordinator, the PTA, selected staff and community based organizations. The PTA works closely with the staff to organize, implement and facilitate expanded parental involvement activities.

P.S. 274 collaborates with several community based organizations including Buena Vida Senior Citizen Center, City Parks Foundation, Salvadori, New Victory Theatre, NY Road Runners Club, Food Bank of New York, Hope Gardens, New York Psychotherapy and the Coalition for Hispanic Family Services. These programs provide services and opportunities that address the academic, social and health needs of our community. A partnership with NY Psychotherapy offers counseling services at the school which provides external resources to meet the needs of students and families. We participate in the City Harvest to provide assistance to families in need.

Based on feedback from our school's 2013-2014 Quality Review the following areas were identified as strengths:

- The principal strategically organizes resources, partnerships and time effectively to build teacher capacity and support the instructional goals of successfully meeting students learning needs. This is evidenced through the funding of two instructional specialist positions and partnerships with community based organizations like New York Psychotherapy. The school's schedule enables teacher teams to meet during common planning preps to discuss student work and plan meaningful instruction.
- School leaders strategically convey high expectations that support learning through the use of the Danielson Framework for Teaching (Advance Rubric). High expectations are communicated to families through events like Open House, Parent Workshops, Coffee with the Principal, Career Day and Day in

the Life activities. Student goal pamphlets and individual student progress reports provide families with feedback on their child's performance and recommendations for improvement.

- The school ensures alignment of curriculum to the Common Core and offers meaningful learning experiences that promote rigor to improve student learning. The adoption of the ReadyGEN ELA program and GO Math program ensures coherence to the CCLS. Collaborative planning sessions that focus on developing DOK questions at different levels and developing learning activities that emphasize higher order thinking skills ensure the rigor of instruction.
- School leaders evaluate the effectiveness of instructional practices with a clear focus on promoting professional growth. Feedback from supervisors specifies strengths, challenges and next steps to promote professional growth.

The following areas were identified as areas for improvement:

- Enhanced shared assessment practices so that information on learning outcomes results in effective adjustments to instruction with clear next learning steps. Feedback should contain meaningful information to help students understand their progress and mastery of skills. The varied use of ongoing assessment practices should be fully embedded across the school, grades and subjects to meet the immediate learning needs of all students.
- Refine the use of teaching strategies that strategically embed multiple entry points so that academic tasks further challenge all learners and result in meaningful work products. Strategic scaffolds should be in place to promote language development and academic vocabulary for English Language Learners. High quality, well-matched extensions that push thinking and broaden learning experiences should be planned for high performers.

The DTSDE Tenet in which our school made the most growth in the 2013- 2014 school year was Tenet 6: Family & Community Engagement. We were able to provide families with at least ten learning opportunities that support student success academically and socially-emotionally. Our key areas of focus for this school year will be Tenet 3: Curriculum Development & Support and Tenet 4: Teacher Practices & Decisions.

32K274 School Information Sheet

School Configuration (2014-15)			
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	554
			SIG Recipient
			N/A
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	N/A	# Dual Language	N/A
			# Self-Contained English as a Second Language
			N/A
Types and Number of Special Education Classes (2014-15)			
# Special Classes	N/A	# SETSS	N/A
			# Integrated Collaborative Teaching
			N/A
Types and Number of Special Classes (2014-15)			
# Visual Arts	N/A	# Music	N/A
			# Drama
			N/A
# Foreign Language	N/A	# Dance	N/A
			# CTE
			N/A
School Composition (2013-14)			
% Title I Population	93.4%	% Attendance Rate	91.1%
% Free Lunch	94.0%	% Reduced Lunch	3.6%
% Limited English Proficient	19.2%	% Students with Disabilities	11.7%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	0.9%	% Black or African American	13.2%
% Hispanic or Latino	82.6%	% Asian or Native Hawaiian/Pacific Islander	2.1%
% White	1.2%	% Multi-Racial	N/A
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	8.18	# of Assistant Principals (2014-15)	3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	1
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	12.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)	7.5
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	15.3%	Mathematics Performance at levels 3 & 4	29.5%
Science Performance at levels 3 & 4 (4th Grade)	72.2%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate	N/A		
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	

In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	X
Priority School			

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	YES
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	YES
Economically Disadvantaged	YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	YES		

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:	
1.	For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
2.	For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	E
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	E
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	E
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	E

Part 1b. Needs/Areas for Improvement:	
1.	Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u> eveloping and <u>I</u> neffective.
2.	Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on feedback from our school's Quality Review the following areas were identified as strengths:

- The school ensures alignment of curriculum to the Common Core and offers meaningful learning experiences that promote rigor to improve student learning. The adoption of the ReadyGEN ELA program and GO Math program ensures coherence to the CCLS. Collaborative planning sessions that focus on developing DOK questions at different levels and developing learning activities that emphasize higher order thinking skills ensure the rigor of instruction.

The following areas were identified as areas for improvement:

- Enhanced shared assessment practices so that information on learning outcomes results in effective adjustments to instruction with clear next learning steps. Feedback should contain meaningful information to help students understand their progress and mastery of skills. The varied use of ongoing assessment practices should be fully embedded across the school, grades and subjects to meet the immediate learning needs of all students.
- Refine the use of teaching strategies that strategically embed multiple entry points so that academic tasks further challenge all learners and result in meaningful work products. Strategic scaffolds should be in place to promote language development and academic vocabulary for English Language Learners. High quality, well-matched extensions that push thinking and broaden learning experiences should be planned for high performers.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 70% of our lowest third students in Grades k-5 will demonstrate a 10% increase in performance on ELA and Math school based benchmarks from September 2014 to June 2015.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
We will establish an afterschool program focused on addressing the needs of our lowest third subgroup. The program will address both ELA and Math. We will utilize Scholastic's NonFiction Short Reads Guided Reading Program for ELA and Go Math Grab and Go activities will be used to address the focus standards in Mathematics.	Lowest third in K to 5	January 2015 to March 2015	Aimee Perez, Assistant Principal Teachers
Ongoing professional development by the ELA Instructional Specialist based on "The Struggling Reader", by D. Cooper, D. Chard, and N. Kiger. The professional learning will address The Framework for Core Instruction- Prevention and Intervention focused on assessing, diagnosing, teaching, and re-assessing students. In addition, selected teachers will conduct parent workshops to assist parents with activities and strategies to support students at home.	All students	October 2014 and ongoing	Michelle Cordero, ELA Instructional Specialist, Administration, Teachers
Tier 1 interventions will be provided to the lowest third subgroup in ELA and Math. Students' progress will be tracked to ensure academic growth.	Students	Ongoing	Administration, Teachers
Teachers and Administrators will analyze benchmark assessments to adjust instructional practices to improve student outcomes.	Students	September 2014 to June 2015	Teachers Administration
Teachers and Administrators will meet in Inquiry teams to engage in inquiry based work; analysis of student data and the implementation of a research based intervention strategy over a six week period. The cycle will culminate in a post-test to evaluate the success of the strategy	Students	January 2015 to June 2015	Teachers Administrators
We will establish an afterschool program focused on addressing the needs of our Beginner ELL in K-5 th grade. The program will utilize a variety of strategies (Readers Theatre, computer based program and LEGO story kits) to engage and develop students reading writing listening and speaking skills.	Students	March 2015-May 2015	Teachers Administrators
Differentiated professional development will be provided. Teachers will be grouped based on their students' performance on Book 3 of the ELA Winter Benchmark. Professional development will focus on analyzing student writing, identifying	Grades 3-5	March 2015- May 2015	Michelle Cordero, ELA Instructional Specialist, Administration,

trends & patterns to modify lesson targets and plans accordingly. Ready NY CCLS Writing Instruction will be used as a resource.			
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Classroom Teachers
- Administration
- Instructional Specialists
- Substitute teachers
- Materials for after-school, such as Scholastic Short Reads Guided Reading Program and Go Math Grab n Go
- “The Struggling Reader” by D. Cooper, D. Chard, and N. Kiger

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic		Title I 1003(a)	X	Title IIA		Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

3rd to 5th Grade ELA school based benchmarks will be administered in January 2015
 2nd Grade ELA school based benchmarks will be administered in February 2015
 K to 5th Math school based benchmarks will be administered in February 2015
 January/February 2015 school based assessments will be looked at for progress to ensure students are on track for meeting end-of-year projections in ELA and Math and if not we will revise and adjust plan where needed.

Part 6b. Complete in February 2015.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

3. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

4. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	E
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	E

Part 1b. Needs/Areas for Improvement:

5. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

6. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on feedback from our school’s Quality Review the following areas were identified as strengths:

- The principal strategically organizes resources, partnerships and time effectively to build teacher capacity and support the instructional goals of successfully meeting students learning needs. This is evidenced through the funding of two instructional specialist positions and partnerships with community based organizations like New York Psychotherapy. The school’s schedule enables teacher teams to meet during common planning preps to discuss student work and plan meaningful instruction.
- School leaders strategically convey high expectations that support learning through the use of the Danielson Framework for Teaching (Advance Rubric). High expectations are communicated to families through events like Open House, Parent Workshops, Coffee with the Principal, Career Day and Day in the Life activities. Student goal pamphlets and individual student progress reports provide families with feedback on their child’s performance and recommendations for improvement.

The following areas were identified as areas for improvement based on our own self-evaluation and school mission:

- The average attendance rate for 2013-2014 was 91%. Chronically absent students averaged more than 20 absences in the school year, a whole month of instruction.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By May 2015, there will be a minimum of 5% increase in average student attendance for targeted chronically absent students as compared to 2013-2014 attendance data for chronically absent students.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
Several attendance mentors have been assigned to work with chronically absent students on every grade level, continuing with the successful pilot program started in the 2013-2014 school-years.	Chronically absent students	October 2014 to June 2015	Administration
Targeted students will participate in weekly team building activities with attendance mentors to support them in meeting their weekly attendance goals.	Chronically absent students	October 2014 to June 2015	Administration
Parental outreach/involvement activities include initial and ongoing outreach and meetings for parents to include them in meeting attendance goals.	Parents	September 2014 to June 2015	Family Worker
Monthly incentives are given to students attaining 100 percent attendance. Daily announcements are made promoting good attendance practices and celebrating classes with perfect attendance.	School population	October 2014 to June 2015	Family Worker John Zuzek, Assistant Principal
Midyear (January) and culminating (June) attendance assemblies will be held to celebrate attendance achievements where parents will be invited to attend.	Chronically absent students, Parents	January 2015 June 2015	Administration
Attendance committee comprised of teachers and administrators meet monthly to monitor and track all student attendance. The members conduct parent outreach and offer support.	Students with more than 2 absences per month	September 2014 to June 2015	John Zuzek, Assistant Principal Greg Kilpatrick, Committee Chair Teachers Family Worker
We will partner with two STEM based organizations (Salvadori and Seeds to Trees) to offer enrichment after school programs, thereby acting as an incentive for children to be in attendance during the day.	Students with more than 2 absences per month	January 2015-June 2015	Aimee Perez, Assistant principal, Greg Kilpatrick, Attendance Committee Chair

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Teachers
- Administrators
- Family Worker
- Materials for incentives, such as monthly 100% attendance charms/necklaces and 100% attendance certificates
- Bash the Trash (3 assemblies)

- Salvadori
- Seeds to Trees- CitiParks Foundation
- Parent Outreach Newsletter/ Invitations
- Weekly Team Building Activities, such as playing board games, team dance routines and arts & crafts

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

Midyear (January) 2015 attendance data

Weekly attendance data for targeted students

Monthly attendance reports

January 2015 attendance data will be analyzed and we will revise and adjust plan where needed.

Part 6b. Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

7. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
8. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	E
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	E
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	E
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	E

Part 1b. Needs/Areas for Improvement:

9. Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
10. Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on feedback from our school's Quality Review the following areas were identified as strengths:

- The school ensures alignment of curriculum to the Common Core and offers meaningful learning experiences that promote rigor to improve student learning. The adoption of the ReadyGEN ELA program and GO Math program ensures coherence to the CCLS. Collaborative planning sessions that focus on developing DOK questions at different levels and developing learning activities that emphasize higher order thinking skills ensure the rigor of instruction.

The following areas were identified as areas for improvement:

- Enhanced shared assessment practices so that information on learning outcomes results in effective adjustments to instruction with clear next learning steps. Feedback should contain meaningful information to help students understand their progress and mastery of skills. The varied use of ongoing assessment practices should be fully embedded across the school, grades and subjects to meet the immediate learning needs of all students.
- Refine the use of teaching strategies that strategically embed multiple entry points so that academic tasks further challenge all learners and result in meaningful work products. Strategic scaffolds should be in place to promote language development and academic vocabulary for English Language Learners. High quality, well-matched extensions that push thinking and broaden learning experiences should be planned for high performers.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By May 2015, teachers will engage in collaborative Teacher Teams to analyze work, tasks and modify curriculum in order to increase multiple entry points and provide all students with scaffolds and extensions as evidenced by a minimum of 70% of teachers being rated as effective in Component 3c Student Engagement compared to 56% of teachers rated effective in 3c Student Engagement in May 2014.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Beginning in January 2014, teacher teams with the support of Instructional Specialists will use common planning time to analyze student work, tasks and modify curriculum to include multiple entry points and scaffolds.	Teachers	January 2014 to June 2015	Instructional Specialists, Teachers, Administration
SWD and ELL teacher cohort will conduct three cycles of Collaborative Learning walkthroughs. The walkthroughs will highlight and model effective teaching practices that scaffold ELLS and SWDs. The cohort will debrief and identify the next level of work to strengthen teacher practices around engaging students in learning and multiple entry points.	Teachers, Administration, Instructional Specialists	December 2014 to June 2015	Administration, ESL Coordinator, Special Ed Coordinator, Instructional Specialists, Teachers
SWD and ELL teacher cohort will develop a Best Practice Toolkit to provide clarity about effective instructional practices that are research based for self-contained and ELL classrooms that will be shared with all teachers based on individual student need.	Teachers	November 2014 to June 2015	Administration, ESL Coordinator, Special Ed Coordinator, Instructional Specialists, Teachers
Vertical teacher teams will participate in Instructional Rounds with a focus on improving teacher pedagogy in Component 3c: Student Engagement	Teachers	January 2015 to June 2015	Administration Teachers, Instructional Specialists
Administrators will also meet to discuss and analyze trends of Advance data with emphasis on 3c; this data will drive the professional learning opportunities for staff.	Teachers	September 2014 to June 2015	Administration Teachers, Instructional Specialists
Differentiated professional development will be provided. Teachers will be grouped based on their ADVANCE rating in	Teachers	March 2015 to	Administration

component 3c. Professional development will include norming sessions using ADVANCE resources and professional literature readings		June 2015	
Professional Development will be provided by CITE focusing on improving student engagement	Teachers	March 2015 to June 2015	CITE facilitators Administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Teachers
- Substitute Teachers
- Administration
- Instructional Specialists
- Materials, such as professional literature
 - Instructional Rounds in Education by Elizabeth A. City
 - Common Core for the Not-So-Common Learner, ELA Strategies Grades K-5 by Maria G. Dove
 - English Language Learners in the Mathematics Classroom by Debra Coggins
- Teacher Team Protocols
- New England Comprehensive Center (www.necomprehensivecenter.org)
 - funded by the U.S. Department of Education, provides research based findings and evidence to evaluate impact, refine practices, seek new solutions and meet learners' needs

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title I 1003(a)	X	Title IIA		Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

3. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
4. Specify a timeframe for mid-point progress monitoring activities.

Debriefing sessions after each walkthrough will result in developing next steps for individual teachers and cohorts
Walkthroughs will be conducted in 6 week cycles to further advance this work
Danielson observation reports, January Advance data will be analyzed and plans will be revised and adjusted where needed.

Part 6b. Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

11. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
12. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	E
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	HE
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

Part 1b. Needs/Areas for Improvement:

13. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
14. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on feedback from our school’s Quality Review the following areas were identified as strengths:

- The principal strategically organizes resources, partnerships and time effectively to build teacher capacity and support the instructional goals of successfully meeting students learning needs. This is evidenced through the funding of two instructional specialist positions and partnerships with community based organizations like New York Psychotherapy. The school’s schedule enables teacher teams to meet during common planning preps to discuss student work and plan meaningful instruction.
- School leaders evaluate the effectiveness of instructional practices with a clear focus on promoting professional growth. Feedback from supervisors specifies strengths, challenges and next steps to promote professional growth.

Based on our end of year ADVANCE data, Component 3b: Questioning & Discussion reflected an area for improvement:

- 64% of our teachers were rated Effective in Component 3b

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By May 2015, school leaders will conduct frequent cycles of observation using the Danielson Rubric for component 3B (Questioning & Discussion) resulting in actionable feedback to teachers and professional development that will result in a minimum of 70% of teachers receiving an overall 3B component rating of effective or higher compared to 60% of teachers with an overall rating of effective in 3c Student Engagement in May 2014.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
School administrators and teacher teams will facilitate professional learning opportunities centered around student to student discourse through articles, books, and collaborative learning walkthroughs.	Teachers	September 2014 to June 2015	Administration, Teacher Teams, Instructional Specialists
Vertical teacher teams will conduct a cycle of Collaborative Learning walkthroughs to strengthen teachers practices on developing higher order thinking questions to promote genuine student to student discourse that deepens student understanding.	Teachers	January 2015 to June 2015	Administration, Teacher Teams, Instructional Specialists
School Administrators will provide differentiated professional learning opportunities for teachers consistently performing at or below the Developing range on observations.	Specified Teachers	October 2014 to June 2015	Administrators
Math Instructional Specialist will facilitate professional development using the following two books, “Putting the Practices into Action” by Susan O’Connell and John San Giovanni and “Classroom Discussions – Using Math Talk to Help Students Learn”, by Suzanne H. Chapin to develop strategies to initiate and enrich conversations	Teachers Students	November 2014 to June 2015	Math Instructional Specialist, Administration
Teachers and Administrators will participate in a Saturday learning retreat geared toward examining Hess’ Cognitive matrix and designing cognitively engaging tasks that promote student discourse in the classroom	Teachers Administrators	January 2015	Administration, Teachers and Instructional Specialists
Differentiated professional development will be provided. Teachers will be grouped based on their ADVANCE rating in component 3b. Professional development will include Question & Task Designing seminars with the instructional coaches and administration.	Teachers	March 2015 to June 2015	Instructional Specialists Administration
Professional Development will be provided by CITE focusing on improving questioning & discussion techniques	Teachers	March 2015 to June 2015	CITE facilitators Administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule

adjustments, etc.
<ul style="list-style-type: none"> • Administration • Teachers • Instructional Specialists • Substitute Teachers • Materials, such as “Putting the Practices into Action” by Susan O’Connell and John SanGiovanni and “Classroom Discussions – Using Math Talk to Help Students Learn”, by Suzanne H. Chapin . • Advance Data • A Handbook for Professional Learning: Research, Resources, and Strategies for Implementation (NYCDOE- Office of Curriculum, Instruction & Professional Development

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.													
X	Tax Levy	X	Title I Basic		Title I 1003(a)	X	Title IIA		Title III	X	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
2. Specify a timeframe for mid-point progress monitoring activities.				
January 2015 Advance Data Midyear goal of 67% of teachers rated effective or higher Debriefing sessions after each walkthrough will result in developing next steps Walkthroughs will be conducted in 6 week cycles to further advance this work Danielson observation reports and January Advance data will be analyzed and plans will be revised and adjusted where needed.				
Part 6b. Complete in February 2015.				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

15. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
16. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strength and needs are identified and used to augment learning.	E
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	E

Part 1b. Needs/Areas for Improvement:

17. Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
18. Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on feedback from our school's 2013-2014 Quality Review the following areas were identified as strengths:

- The principal strategically organizes resources, partnerships and time effectively to build teacher capacity and support the instructional goals of successfully meeting students learning needs. This is evidenced through the funding of two instructional specialist positions and partnerships with community based organizations like New York Psychotherapy. The school's schedule enables teacher teams to meet during common planning preps to discuss student work and plan meaningful instruction.
- School leaders strategically convey high expectations that support learning through the use of the Danielson Framework for Teaching (Advance Rubric). High expectations are communicated to families through events like Open House, Parent Workshops, Coffee with the Principal, Career Day and Day in the Life activities. Student goal pamphlets and individual student progress reports provide families with feedback on their child's performance and recommendations for improvement.

Based on feedback from our SLT and PTA:

- Parents would like more opportunities to participate in activities that showcase academic tasks in order to support student learning

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, there will have a 5% increase in parents attending coffee with the Principal monthly meetings from September 2014 to June 2015 as evidenced by attendance sheets.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 4. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 5. Strategies to increase parent involvement and engagement 6. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Beginning January 2014, an after-school Homework Helper Drop-In program will begin for parents and students. The program is designed to provide parents with strategies to support their child at home while giving support for daily homework.	Parents Students	January 2014 to June 2014	Teachers, Administration
The Principal conducts a monthly “Coffee with the Principal” meeting, focusing on helping parents understand their role in promoting school goals.	Parents	September 2014 to June 2015	Administration, Parent Coordinator
Twice a year, the school will host “A Day in the Life” event, giving parents the opportunity to see our school goals in action within the classroom setting.	Parents	Fall Winter	Administration, Teachers
Parents are informed through a variety of sources (goal pamphlets, report cards, individual conferences, newsletters, E-Chalk) of their child’s progress on reaching their short and long term personal goals which are aligned with our school goals.	Parents	September 2014 to June 2015	Administration, Instructional Specialist, Teachers, Parent Coordinator
Parents will be offered a variety of research based workshops to further their understanding of our school goals and provide support and strategies to help their child achieve their individual goals.	Parents	December 2014 to June 2015	Administration, Instructional Specialist, Teachers, Parent Coordinator
Parents and families will engage in an end of the year Family Night where they will engage in a variety of workshops geared toward preventing summer loss. Parents will be given materials to promote reading and math activities during the summer months	Parents	Spring	Administration, Instructional Specialist, Teachers, Parent Coordinator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Administration
 Teachers
 Instructional Specialists

Parent Coordinator
 Per-Session
 Materials, such as instructional resources for parent
 E-chalk
 Community Based Organizations
 Refreshments

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic		Title I 1003(a)	X	Title IIA		Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

January 2014 Attendance
 Agendas
 These midpoint benchmarks will be analyzed and plans will be revised accordingly.

Part 6b. Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

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**Section 6: Academic Intervention Services (AIS)
(Required for All Schools)**

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Teacher Observation and Conference Notes Intermediate and Advanced Students as identified by the 2014 NYSESLAT Intermediate and Advanced Students as identified by the 2014 NYSESLAT Intermediate and Advanced Students as identified by the 2014 NYSESLAT Intermediate and Advanced Students as identified by the 2014 NYSESLAT Lowest third of the grade (K-5)	Guided Reading Repeated Readings Language Power (K ELLs) Story Starters with Legos (1 st grade ELLs) IReady Computer Program (2 nd grade ELLs) Reader's Theater (3 rd , 4 th grade ELLs) Non-Fiction Reading and Writing	Small Group One-to one conferences Small Group Small Group Small Group Small Group Small Group	During School After School After School After School After School After School
Mathematics	Teacher Observations and Quick Check Teacher Observations and Quick Check Lowest third of the grade (K-5)	Think Central Resources Go Math RTI Activities Grab and Go – Literature and Games	Small Group, One-to-One Small Group, One-to-One Small Group	During School During School After School

Science	Lowest third of the grade (K-5) based on Math internal benchmarks	Reading and Writing across the Content Project Based Learning	Small Group Small Group	After School
Social Studies	Lowest third of the grade (K-5) based on Math internal benchmarks	Reading and Writing across the Content Eduplace.com Project Based Learning	Small Group Small Group Small Group	After School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	As per IEP Teacher referrals Parent Requests	Counseling Support Crisis Intervention	Small Group, One-to-One Small Group, One-to-One	Weekly, as Needed As Needed

Section 7: Title I Program Information

Directions:

3. All schools must indicate their Title I status in Part 1
4. All elements of the *All Title I Schools* section must be completed in Part 2
5. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
6. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
7. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
8. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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.

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

Another strategy we use is to begin the staffing process earlier (by implementing a staff survey (preference sheet) in the spring to identify possible vacancies for the upcoming school year in order to place current staff members in positions within their certification area.

Workshops are offered with the assistance of the UFT for teachers devoted to certification and licensing requirements. Mentors are also assigned to new teachers to counsel and advise them to support them in implementing best instructional practices. Teachers of Tomorrow grants are offered to new teachers in our school in collaboration with the New York State Education Department.

2b. 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).

Constituents of the school community (teachers, principals and paraprofessionals) attend various workshop offered by NYCDOE and Network 210. In addition to these professional learning opportunities, the school designs workshops tailored to meet the needs of our teachers and students. Instructional Coaches/ lead teachers turnkey professional learning opportunities providing on-going support of implementation of research based strategies. Also, Instructional Coaches work closely with teacher teams and individual teachers to set professional goals and develop a support program. Some professional development strategies that are incorporated into the instructional support program are: reflection & self assessment conferences, observing experienced effective teachers, mentoring, peer coaching and analyzing student work.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

To ensure a smooth transition from preschool to the elementary school program, letters are sent to all local preschools to invite potential families to participate in a school orientation in January. During the orientation, families are presented with an overview of the Kindergarten curriculum. They have the opportunity to visit Kindergarten classrooms while in session and observe a lesson. Families are also given a tour of the school and the programs offered at our school are highlighted.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Horizontal and vertical teacher teams meet to discuss and decide upon appropriate student assessment measures. Various forms of data are analyzed to create action plans and next steps to inform instruction. Professional learning opportunity is provided through various sources (NYCDOE, N210 school leaders & instructional coaches) where teachers analyze data for trends and patterns looking for instructional implications. The curriculum is then modified accordingly.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	502,183	X	11,14,18,20,23
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	132,147	X	11,14,18,20,23
Title II, Part A	Federal	117,753	X	11,18,20,23

Title III, Part A	Federal	13,404	X	11
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	2,475,949	X	11,14,18,20,23

¹**Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the

participation of parents and communities of limited English proficient children in English language instruction programs.

8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. PS 274 in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. PS 274 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;
- 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;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's

Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, and the Parent Association (or Parent-Teacher Association) This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, 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;

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

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

School-Parent Compact (SPC)

PS 274 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;
- 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

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;
- 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;

- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

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;
- 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;
- 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
- 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.



Department of English Language Learners and Student Support

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<http://schools.nyc.gov/Academics/ELL/default.htm>

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: 75
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 5
of certified ESL/Bilingual teachers: 4
of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The focus of the 2014-2015 ELL Academy was determined after analyzing the 2014 NYSESLAT results. This data source indicated that reading and writing posed a challenge for our intermediate and advanced ELL population.

The target population is all ELLs in grades K-2nd that scored intermediate and advanced on the reading/writing strand of the NYSESLAT. The instructional groups and group size will be as follows: 16 students in Kindergarten, 18 students in First grade, and 17 students in Second grade. In grades 3-5 we will target the advanced ELLs in reading/writing. They will be grouped as a bridge class. The instructional groups in grades 3-5 will be as follows: We will have 5 students in Third grade, 8 students in fourth grade, and 3 students in fifth grade. The ELL Academy will provide a balance of opportunities for children to engage in reading and writing that is meaningful to them, receive explicit instruction for reading and writing skills, and receive the strategies they need to become proficient readers and writers. The ESL and Visual Arts teachers will co-teach the 3-5 bridge class for our advance ESL students. Both teachers will teach academic vocabulary using a variety of techniques (i.e. using multiple modalities, choosing small sets of academic vocabulary), integrate oral (partner talk) and written (graphic organizers) English Language instruction, provide opportunities to read for multiple purposes, develop written language skills, and dramatize final pieces. Studies have found that students participating in drama and/or drama integration programs are more expressive, elaborate in their storytelling, and use more complex language compared with other children. Theater provides English Language Learners an opportunity to: acquire new vocabulary, speak expressively in English (both independently and in a group, e.g. choral speaking), read imaginative source material in English, and write creatively and introspectively in English. We believe this approach to language acquisition affords students the practical experience they need to improve their language skills in a safe, supportive and engaging environment.

The ELL Academy will be in session every Wednesday and Thursday after school from 2:40 to 4:10p.m. for 13 weeks beginning on 12/03/14.

English will be the language of instruction.

Four certified ESL/Bilingual teachers and one certified Visual Arts teacher will provide the supplemental instruction in alignment with the Common Core Standards and the Tri State Quality Rubric.

For student support in writing, we will use the "Teach Me Writing Program" by Sanron Educational Enterprises, which includes the following scaffolds: graphic organizers, word banks, and sentence

Part B: Direct Instruction Supplemental Program Information

starters. This writing program was purchased with previous year's Title III funding. To support our kindergarten readers and writers we will purchase "Language Power" by Sharzer Associates. This program will build language proficiency using leveled books with high interest topics and strong visual support. For our first graders we will purchase "Story Starters" and "Story Visualizer software" from Lego Education. This is a hands-on learning tool that enhances reading, writing, speaking, and listening skills. By combining words and images the software helps students to present, share, and document their stories. For grade 2 we will purchase "i-Ready," which has three modular components (adaptive assessments, personalized learning & Intervention, and progress monitoring tools). For our advance ELLs in grades 3-5 we will be implementing a "Readers/Theater Program." A certified visual arts teacher and an ESL certified teacher will be co-teaching the program. In addition, "Carousel of Ideas" by Ballard Tighe will be incorporated to strengthen the listening, speaking, reading and writing skills of our ELLS. "Story Starters" by On the Mark Press will be used to engage students with detailed illustrations to spark their creative writing. Students will also utilize technology (SMART Board, lap tops, Elmo, Ipad) for extra scaffolding in writing. To support the implementation and smooth running of the program, general supplies will be purchased (talking dictionaries, talking thesauruses, highlighters, writing journals, and colored pencils).

Part C: Professional Development

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

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

Begin description here:

To assure that our Title III Program is implemented effectively, professional development will be offered to our After School ESL teachers and all teachers who support our ELLs. These sessions will provide teachers with the appropriate tools and strategies to help our ELLs meet and exceed the writing standards in all content areas.

Teachers will also attend the 38th Annual SABE Teacher Institute in the spring of 2015. This Institute will be at no cost to Title III. Teachers will be afforded the opportunity to participate actively in a wide variety of workshops and presentations on best pedagogical practices for bilingual and ESL learners. Teachers will turn key information presented at this conference during common planning time across all grades and during our ESL Cohort Meetings.

Professional Development will be offered to our teachers during Chancellor's Conference Day (November), PD's by DEELLS, lunch and learn, grade level conferences, and bi-monthly ESL Cohort

Part C: Professional Development

meetings. The topics to be discussed this year will be as follows:

- Analyzing the NYSESLAT Data (1 hr. October 14,2014) by K. Minogue, Assistant Principal/ESL Program Supervisor
- Scaffolding Reading/Writing Lessons for ELLS (1 hr. November, 2014) by M. Cordero, ELA Instructional Specialist
- Brain Based Learning (2 1/2 hrs. November 4, 2014) by James Chang, ESL Program Coordinator for 1199SEIU Home Care Education Fund
- Developing Writing Rubrics (1 hr. December 2014) by M. Cordero, ELA Instructional Specialist
- Helping ELLs Read/Write Across the Content Areas (1 hr. December 2014) by K. Minogue, Assistant Principal/ESL Program Supervisor
- Addressing the Four Modalities of the NYSESLAT (1 hr. January 2015) by V. Molina, ESL Coordinator and G. Kilpatrick, ESL Lab Teacher
- Infusing Technology into All Lessons (1 hr. January 2015) by M. La Luz, Media Specialist
- Develop and Strengthen Content Vocabulary (1 hr. TBD) by P. Tubridy, CFN ELL Specialist
- ESL Strategies for Reading and Writing (1 hr. TBD) P. Tubridy, CFN ELL Specialist
- SABE Conference (5 hrs. March 13th) by New York State Association for Bilingual Education

Teachers will also participate in an i-Ready Webinar (1 hr. November 2014) offered by Sharzer Associates, Inc. Follow up support will be provided in-house by Tony Falotico, Product Trainer from Sharzer Associates (2 hrs. December 2014). In addition, teachers will be provided with reference books on best ESL practices. A focused group will be formed to address questions, concerns, and explore the implementation of strategies and techniques for helping ELLs to raise academic achievement in the classroom.

Part D: Parental Engagement Activities

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

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

Part D: Parental Engagement Activities

- how parents will be notified of these activities

Begin description here:

In order for our parents to help their children develop a love for learning, and to keep them informed and engaged, we will provide various opportunities to support them as well as create interest and excitement. We will focus on engaging parents and families as a way to support student learning, thereby adding value to the entire school community.

Parents will be invited to participate in the 38th anniversary of NYSABE Conference provided by the New York State Association for Bilingual Education. This conference will take place in the spring of 2015 and it will be at no cost to Title III. By attending this conference, parents will be better informed about their children's education and opportunities available to them. It will also allow them to reflect upon the importance of their involvement and the critical role they play in their child's educational process.

Parents will be able to participate in various informative in-house workshops focusing on bilingual/ESL education. These workshops will help guide parents in ways that they can support their child at home academically and socially. The topics to be addressed are based on feedback from our parents.

The duration of each session will be one hour and the schedule is as follows:

- 11/25/14, "Informational Session on Title III" to inform parents about the expectations of the ELL Academy, facilitated by the ESL Academy Teachers, the School Administration, and the ELA Instructional Specialist.
- 12/14/14, "Informational session on the i-Ready and Language Power Programs" --- facilitated by Tony Falotico, from Sharzer Associates.
- 1/14/15, "Helping Your Child Write Across the Math & Science Curriculums" ---- facilitated by our Math Instructional Specialist
- 2/11/15, "Love of Writing" --- facilitated by the ELA Instructional Specialist and the Media Specialist.

Translation will be provided for all parent workshops. All parents will be given notifications translated into their native language, and the Parent Coordinator will post these workshops in our monthly school newsletter.

Part E: Budget

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

Allocation Amount: \$ _____

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

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 32	Borough Brooklyn	School Number 274
School Name Kosciusko School		

B. Language Allocation Policy Team Composition [i](#) 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 Maritza Olliviera	Assistant Principal KarenLee Minogue
Coach Joanne Bruno	Coach type here
ESL Teacher Vilma Molina	Guidance Counselor type here
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Migdalia Surita
Related Service Provider type here	Other A. Perez, Assistant Principal
Network Leader(Only if working with the LAP team) type here	Other J. Zuzeck, Assistant Principal

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.	6	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area and ESL certification	0
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	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	532	Total number of ELLs	107	ELLs as share of total student population (%)	20.11%
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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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0								0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0								0
Freestanding ESL														
Push-in	2	2	2	2	2	2								12
Pull-out					2	2								4
Total	2	2	2	2	4	4	0	16						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	112	Newcomers (ELLs receiving service 0-3 years)	94	ELL Students with Disabilities	9
SIFE	1	ELLs receiving service 4-6 years	17	Long-Term (completed 6+ years)	1

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	94	1	4	17	0	5	1	0	0	112

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	94	1	4	17	0	5	1	0	0	112
Number of ELLs who have an alternate placement paraprofessional: <u>2</u>										

C. Home Language Breakdown and ELL Programs

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

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	27	17	22	17	16	8								107
Chinese	1			1										2
Russian														0
Bengali					1									1
Urdu														0
Arabic	1			1										2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	29	17	22	19	17	8	0	112						

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	2	2	4	6	0								15
Intermediate(I)	10	11	6	9	2	4								42
Advanced (A)	7	10	11	3	0	7								38
Total	18	23	19	16	8	11	0	0	0	0	0	0	0	95

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	14	3			17
4	7				7
5	11	1			12
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	10	0	8	2	0	0	0	0	20
4	8	5	0	0	0	0	0	0	13
5	11	3	0	0	1	0	0	0	15
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	6	3	2	2					13
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
P.S. 274 uses the following assessments tools to assess the early literacy skills of our ELLs:
 - 2013 NYSESLAT
 - Fountas & Pinnell running records

- ELA Benchmarks
- ESL Benchmarks

The results of the NYSESLAT indicate a need to integrate the English language in all modalities. Fountas & Pinnell assess high frequency words, sentence length, sentence complexity, word repetition, and comprehension. Based on the results of these assessments and language needs, teachers develop instructional plans in order to promote academic success. Classroom teachers and the ESL Cohort analyze the data every eight weeks in order to ensure that students are meeting their short term goals and are on track to achieving their end of year goals.

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

Based on the LAB-R and NYSESLAT results of 2013, the patterns vary across proficiency levels and grades. In kindergarten, the majority of our ELLs scored at a beginning level on the LAB-R. On the NYSESLAT, most of our kindergarten students scored at an intermediate level. In grades 1-2 (level 2) most ELLs scored at an advance level. In grades 3-4 (level 3), most of our students scored at an intermediate level. Most 5th graders scored at an advance level. A very low percentage (11% of 105) of students scored at a proficient level last year.

These students will continue to receive intensive English language instruction in all four modalities with additional support in reading and writing using ESL methodologies and scaffolding techniques in acquiring academic language, reading and writing skills.

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](#))

At this time the school has no information on the NYSESLAT modalities. The State has not provided us with a report on the four modalities.

4. For each program, answer the following:

- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a. Certain patterns were noticed across proficiency levels and grades. Based on the LAB-R data this year, 68% of ELLs in kindergartenscored at a beginning level and 32% scored at an advanced level. Based on the NYSESLAT scores from the spring 2013, the majority of ELLs in kindergarten, first and third grade scored at an intermediate level. In second and fifth grade, most ELLs scored at an advanced level. In fourth grade, most of our ELLs scored a beginning level. Only 11% percent of ELLs scored at a proficient level.

b. The school leadership and the ESL teacher cohort evaluates the success of our programs for ELLs by analyzing the overall performance of our students on the benchmark assessments. Assessment results are analyzed to help create individual action plans. ELL students still need additional support in acquiring academic language, reading strategies, providing text based evidence, and writing skills. We closely monitor as they develop academic and linguistic competence and begin to take charge of their learning. We then continue our action plans with the cycle of planning, teaching, assessing and analyzing. We also include daily language objectives across all content areas. We will work on best practices to encourage them to think critically and to transfer their thoughts into their own writing. Every eight weeks, we focus on one strand from the NYSESLAT starting with a pre-assessment benchmark. After the cohort reviews and analyzes the results, the teachers then form a 6-week action plan with specific strategies followed by a posttest. Findings, questions and concerns are brought to the monthly ESL cohort meetings where teachers share their ideas, action plans, evaluations, teaching practices, etc.

c. The Benchmark Assessments provide the school with formative feedback to inform teaching and learning on a continuous basis. They also show student performance which drives teacher instruction. Based on the results, our ESL teachers, school leadership, and teachers across the content areas, will continue monitoring the students' progress and their language acquisition within the four modalities. The lessons the teachers will implement will use scaffolded ESL strategies based on student needs and include rigorous tasks to help students make progress and continue preparing them to be college and career ready.

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](#).)

P.S. 274 uses data to guide instruction for ELLs to assure an accurate identification of students needs. The staff needs to be aware of common challenges that ELLs may encounter in the areas of literacy development, as well as the similarities and differences between normal language acquisition and a learning disability. The foundation of RTI is high quality instruction (Tier 1) that focuses on

promoting language and literacy development. Teachers need to build upon the linguistic capability students bring to the classroom and understand where challenges may lie.

Students move into Tier 2 and Tier 3 if they demonstrate a need for more targeted and intense support. If students demonstrate persistent difficulties and challenges despite additional, high quality instructional supports and interventions (Tiers 2 and 3) provided over a suitable period of time, there is a need to be addressed.

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

To ensure that a child's second language development is considered in instructional decisions, language objectives are a part of all lessons in all content areas. When planning for instructional groups teachers take into consideration the student's language proficiency to ensure appropriate ESL scaffolds are in place. Teachers emphasize instructional conversations when students are engaged in cooperative learning groups. Native language is used to provide students with additional support in order to make content comprehensible when possible.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

At this time our school does not offer a dual language program.

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

We evaluate the success of our program based on different types of assessments. Gathering many types of information is important for our ELL population. We analyze the progress of our ELLs and how they move from one level to the next by comparing assessments such as; NYSESLAT, baseline units, benchmark assessments, ELA, Math, and Unit test. We monitor very closely how our ELLs move from one level to the next by administering a pre and a post ESL benchmark based on each of the four modalities. The results of each assessment are analyzed to monitor individual student's growth. Action plans are made after analyzing this data. Progress reports are sent home frequently to strengthen the home school connection.

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](#).)

The ELL identification process includes two parts: the administration of the Home Language Identification Survey (HLIS) to determine the child's home language, followed by the administration of the Language Assessment Battery-Revised (LAB-R/NYSITELL) to determine ELL status and proficiency level of students whose home language is not English. Our initial identification process is conducted by a certified trained pedagogue who administers the Home Language Identification Survey. The process has several steps. These steps ensure that all potential ELLs are identified and tested within the first ten days of admission and placed in the appropriate program as per entitlement and parental selection. All parents and guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS) in the parents' preferred language. Completed HLIS are placed in the student cumulative record. An informal oral interview in English and in the parent's native language is conducted by a pedagogue, who is licensed and trained, to assess the language most often used. Students who are to have a home language other than English are administered the initial English language proficiency test (LAB- R)/NYSITELL within 10 calendar days of admittance. Students who score below proficiency become eligible for ESL services. We then send home the ELL entitlement letter informing parents of the programs available. Entitlement records are maintained in the ESL Coordinator's room in a separate binder allocated for each grade. All new entrants with a home language of Spanish and score below proficiency on the LAB-R must be administered the Spanish LAB within the same period to determine language dominance for instructional planning.

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.

Once parents of students who are entitled for services are notified, they are invited to an ELL parent orientation conducted by

Ms. Molina, ESL Coordinator, where they are informed of the three different ELL program choices (Transitional Bilingual, Dual Language, Freestanding ESL). Ms. Molina, sends letters home notifying parents of the date and time of orientation. An agenda and an attendance sheet is created for each orientation session. In the event that a Program Selection Form is not completed by the parent, the Transitional Bilingual Program will be assigned as the first choice as per CR Part 154.

In the orientation, parents are provided with brochures in English and in their native language to ensure an informed choice when selecting a transitional bilingual, dual language or freestanding ESL program, regardless of programs currently offered at the school. Parents also view a parent orientation video in their native language where the New York City Schools Chancellor gives additional information about the programs available for ELLs in the NYC School System. Parents have the opportunity to ask questions about the different programs offered. Ms. Molina, ESL Coordinator then asks parents to complete a Parent Survey and a Program Selection form. They are allowed to choose a Freestanding ESL program, a Bilingual Program, or a Dual Language Program in NYC based on the information received regardless of whether that choice is currently offered at the school. If a parent's choice is not currently available in the school, the school must inform the parent that their choice is not available at the school, provide them with the following two options, and maintain a record of their response.

- Keep their child enrolled at the current school in an available program (ESL or bilingual if available)- if the parent chooses this option, we immediately place the child in that program and begin serving him/her; OR
- Transfer their child to a different school where the parent's choice is currently available. To do so, schools should contact the Office of English Language Learners which will coordinate the transfer with the Office of Student Enrollment. While the school awaits the transfer, the child should temporarily be placed in an ESL program in the school until the transfer is completed. This process takes place within ten days of students enrollment.

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 [\[see tool kit\]](#).)

Our ESL Coordinator sends home an entitlement letter on school letterhead notifying parents/guardians of their child's entitlement status in the parents' preferred language. To ensure that parents have received this notification, the parents are asked to sign this letter and a copy is kept in file in the ESL coordinator's room. If the parent does not attend, a phone call is made for rescheduling. To ensure that parents are reminded of the importance of attending this meeting, the day before the orientation, Ms. Molina gathers all the children during dismissal and personally delivers the orientation letters to the parents as they pick up their child. Orientation sessions are scheduled at times convenient to the parents throughout the year. Parents are given the opportunity and space to complete the Parent Survey and Program Selection Form before they leave to ensure forms are returned. The original form is kept in each student's cumulative record and a copy is kept in the ESL Coordinator's room.

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 reviewing the Parent Survey and Program Selection Forms students are placed in a program as per parental choice. Our ESL Coordinator, sends placement letters home in the parent's preferred language to inform parents of the program their child has been placed in as per their selection. Special needs students who are identified as ELLs receive ESL services via the push-in/pull out models as reflected in their IEPs. ELLs whose IEPs mandate bilingual instruction are provided with a paraprofessional who speaks their native language. Ms. Molina maintains a record of these placement letters in her office. As part of the orientation, parents are informed of the regulation that schools must form bilingual programs in NYC public schools when there are 15 or more students in two contiguous grades. In the event that a parent selects a program that is currently not offered, the parent is then informed of a transfer option to another school where the program is currently available. At this orientation, parents are also informed that their child will continue to be entitled until they reach the designated English language proficiency levels on the NYSESLAT. Parent choice is entered into the ELPC screen on ATS as indicated on the parent survey and program selection form. The Parent Survey and Program Selection Form are reviewed periodically to identify the trends of parental choice.

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.

We have an action plan to ensure that all students are present for the NYSESLAT. All students who have been identified as English language learners, including Students with Special needs, in grades K-5 are required to take the NYSESLAT every year to measure the English language proficiency. Ms. Molina, ESL Coordinator, obtains an RNMR and RLAT reports from ATS to analyze and determine NYSESLAT eligibility status. The ESL cohort (Ms. Aguinaga, Ms. Veysman, Ms. Minogue, Ms. Ha, Ms. Zeno, Ms. Jimenez, Ms. Molina and Mr. Kilpatrick, and the school testing coordinators, Ms. Perez and Ms. Bruno) meet to analyze the data and make sure every child is checked for eligibility for the NYSESLAT.

The Speaking component of the test is administered individually to all students by someone other than the student's teacher of

English as a Second Language or English Language Arts who administers and simultaneously scores the test. The listening, reading and writing components are administered in groups by the students' teachers. All ELLs with disabilities, identified by the Committee on Special Education or by a multidisciplinary team including those participating in the NYS Alternate Assessment are provided with test accommodations according to their Individualized Education Program (IEP). Prior to students taking the NYSESLAT, all parents are invited to attend a workshop presented by the ESL Coordinator that explains the components and expectations of the NYSESLAT assessment. At this meeting, all parents receive a "Parent's Guide" to the NYSESLAT and are given the opportunity to address any questions or concerns. A timeline including tests, administration dates, and scoring dates is prepared following the Office of State Assessment schedule for the administration of the NYSESLAT.

After results of the assessment are received, entitlement letters along with the NYSESLAT report are sent home to notify and inform parents about whether or not the child is still entitled to receive language support in the following school year. Parents are also notified when their child reaches English Language Proficiency and of the continued two years of support services available to them. A copy of these letters is kept in Ms. Molina's office. Translation and interpretation services are offered to parents at every meeting by an on-site staff member.

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. 

The program models at our school are aligned to parents' choice of program for their child. Parents who selected a Spanish Bilingual, Chinese Bilingual, or Spanish Dual Language Program were offered the transfer option as these programs were not currently offered at our school. The parents were given a list of schools in the area that offered their first choice preference. Ultimately though, these parents chose to place their child in the ESL program at P.S. 274.

According to the parent surveys and program selection forms the majority of our parents requested an ESL placement this year. The trend over the last three years has shown at least 90% of parents chose a Fee Standing ESL program. This year in Kindergarten 14 parents selected an ESL Program, 9 parents chose a TBE program, and 3 chose a Dual Language Program. In 1st grade, 1 parent selected a Dual Language Program. In 2nd grade, 2 parents selected a TBE program. We had no newcomers in 3rd grade this year. In 4th grade, 1 parent selected a TBE program. In 5th grade, 1 parent selected Dual Language. At this time, we do not have significant numbers across two consecutive grades to open a bilingual class. As a result, the students were placed in a Freestanding ESL Program. Our school will maintain detailed records of these parent surveys and program selection forms to provide us with valuable information when building alignment between parent choice and program offerings during the school year. The original program selection form is placed in the cumulative record of each individual child, and a copy is kept in the ESL Coordinator's office.

Part 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. Our school provides our ELL population with programs and services mandated by CR Part 154 as per parental option. We have a push-in/pull-out program model in place this year. In Kindergarten through 5th grade we utilize the push in model and for students with special needs (ICT classes and self contained) we utilize both, the push-in and the pull-out models. These programs use a balanced literacy approach including high quality instructional practices and ESL methodologies that facilitate academic excellence for our ELLs. These programs are also aligned to the Common Core Learning Standards for all curriculum areas. Students receive materials in English and their native language in math, science, and social studies to make content comprehensible and to enrich language development. In all classes, students have access to glossaries, technology, talking dictionaries and bi-lingual dictionaries in these subjects.
 - b. Our classes are heterogeneously grouped and are composed of students with varying levels of English proficiency and subject area expertise. In each class students are grouped according to their proficiency levels and targeted with differentiated instruction within small groups. In Kindergarten we have adopted the Team Teaching model where the classroom teacher and the ESL Coordinator plan together and co-teach during the ESL periods. For our students with disabilities, we use a push-in and pull-out program. Once a week, all ELLs receive an additional period of extra support from the ESL Coordinator to prepare them for the upcoming NYSESLAT.
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)?

In grades K through 5 students receive mandated units of ESL instruction in accordance with the individual students' results on the NYSESLAT as required by Commissioner's Regulation Part 154 by the five ESL teachers and our ESL Coordinator. ELLs who are at Beginning and Intermediate levels of English proficiency receive 2 units of ESL daily whereas, advance students receive 1 unit of ESL daily. Each unit of instruction equals 50 minutes. Beginners and Intermediate students receive a minimum of 360 minutes per week, while Advance students receive a minimum of 180 minutes per week.

In the event that the school would open a Dual Language Program, ELLs would receive content area instruction for 50% of the academic day in English and 50% in the other language. Our goal is for all students to build academic skills in their native language and eventually master these skills in their second language.

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

All content areas are delivered in English using ESL methodologies and instructional strategies with language development support in the students' native language. We are currently using the focusing programs NYC recommended, Ready Gen and Go Math. The Go Math materials are available in Spanish which include, reference books, student journals, and a technology component. Teachers maintain a native language classroom library with age-and grade-appropriate books that reflect the current unit of study. Students are provided with bilingual dictionaries and glossaries, technology enrichment in the native language, and

a buddy system to provide support for newcomers. Teachers with groups of ELLs who have a common native language organize collaborative tasks that target content and generate interactions in the native language among peers.

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

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

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

To ensure that our ELLs are appropriately evaluated in their native language, they are permitted to use their native language abilities to complete tasks. They are also allowed to express their knowledge in the language they are most familiar with when being assessed. By allowing our students to use their native language to process their answers during assessments, their knowledge would be more accurate. In the event that our school opens a bilingual program we will follow the same in-house assessment calendar (six week cycle).

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

To ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year, our ESL cohort administers benchmarks assessments every eight weeks focusing on one modality for each benchmark. After each benchmark, the data is analyzed and an action plan is formulated based on areas of need. Small group instruction is provided to address the areas of need. A post-test is then administered to monitor progress and further scaffold instruction.

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).

When differentiated instruction is provided, particular consideration is given to all ELL subgroups. For each subgroup, we have identified an instructional plan for the year 2013-2014.

A. School Plan for SIFE – Students with Interrupted Formal Education

- Teachers incorporate more visuals into their lessons
- Pacing of lessons is modified to meet the students' individual needs
- Daily use of computers to link language to the content areas
- Students are exposed to culture through field experiences, and additional music and art classes
- Offered the Extended Day Program (Mondays, Tuesdays and Wednesdays) to support all content areas
- Students receive the mandated units of ESL
- Students participate in visual thinking strategy lessons to improve critical thinking and language skills through discussion of visual images
- Students are offered to attend the Title III ELL After School Program (Wednesday and Thursday)

B. School Plan for Newcomers 0-3 years

- A newly arrived student is assigned to an adult mentor who acclimates him/her to the school environment
- A buddy student is selected as a peer tutor
- Each student is provided with a welcome packet which includes word cards with visuals
- ESL coordinator contributes to the Monthly Parent Newsletter by offering suggestions on how parents can assist their children
- Students are offered to attend the After School ELL Program (Wednesday and Thursday) to strengthen and enhance

- content vocabulary, further develop writing skills, and integrate technology
- Each student receives the mandated units of ESL
- Electronic talking dictionaries, glossaries, native language books and technology are provided (Elmos, laptops, iPads, and SMART Board)
- Differentiated instruction takes place for these students in all content areas based on their needs and strengths in language acquisition and conceptual development
- Required to participate in the Extended Day Program (Monday, Tuesday, and Wednesday) to support ELA and Math
- Offer to attend the ELL Title III After School Program (Wednesdays and Thursdays)

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

- Analyze data and identify the causes for long-term status, then provide Academic Intervention Services (AIS) support in the areas of need
- Scaffold instruction to allow students to apply their prior knowledge to improve comprehension
- Use content area vocabulary and expect students to use in all four ESL modalities
- Implement Depth of Knowledge to develop higher order thinking skills and questions
- Differentiate instruction in all content areas
- Offer the Extended Day Program (Monday, Tuesday, and Wednesday) to support all content areas

D. Long-term ELLs (completed 6 years)

- Analyze data and identify the causes for long-term status, then provide RTI support in the areas of need by targeting focused lessons in reading and writing, using graphic organizers, pair instruction, small group instruction and use of technology
- Offer the Extended Day Program (Monday, Tuesday, Wednesday) to support all content areas in a small-group setting
- Ongoing assessments will be administered by all service providers so that educational plans can be continuously modified to meet the needs of each student.

E. We continue supporting our former ELLs for two years after they reach proficiency. We ensure that they receive extended time during all ongoing assessment throughout the year. In addition, they are offered the opportunity to participate in any after school program and the Extended Day Program which is offered three days a week.

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?

ELLs who have been identified by an Individual Education Plan, as a student with special needs, will have an action plan designed by a team which includes the classroom teacher, the IEP teacher and the ESL teacher. These instructional plans for students with disabilities will take into account the student's instructional goals, as well as their challenges determined by the student's NYSESLAT or LAB-R scores. The special education teacher, the IEP teacher and the ESL teacher communicate to align instruction to ensure the student's educational goals stated on the IEP are met (in the least restrictive environment). All providers of ELLs use visuals, manipulatives and other concrete materials for all content areas. Teachers will differentiate center activities and hands-on experiences allowing student choice. During writing, students will be provided with writing frames (language pattern). Academic vocabulary is enhanced through instruction strategies as realia and manipulatives are used for hands on experiences. All assessments will be analyzed by this team and action plans will be revisited to address the student's next steps. These students will use the Common Core aligned "Ready Gen" and "Go Math" programs where students will receive daily language support and comprehension skills. These programs contain technology components to provide additional scaffolds. Through Learning Through an Expanded Art Program (LeAp) all ELLs in grades K-5 will participate in LeAp Active Learning Leads to Literacy (ALLL) twice a week for an hour each session. The ALLL Program seeks to improve students' academic performance through arts-based, hands on activities, and field experiences to museums and cultural institutions. Since our ESL teachers will be co-teaching these lessons, professional development will be provided once a month.

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?

The ESL teacher pulls out and services students in ICT classes with mandated ESL units. All ELL students and Students With Disabilities are offered to participate in our Extended Day Program which provides additional support through content lessons

while addressing the proficiency needs of the students. These students also have the opportunity to participate in any After School Program we provide.

Courses Taught in Languages Other than English

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

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

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

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

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

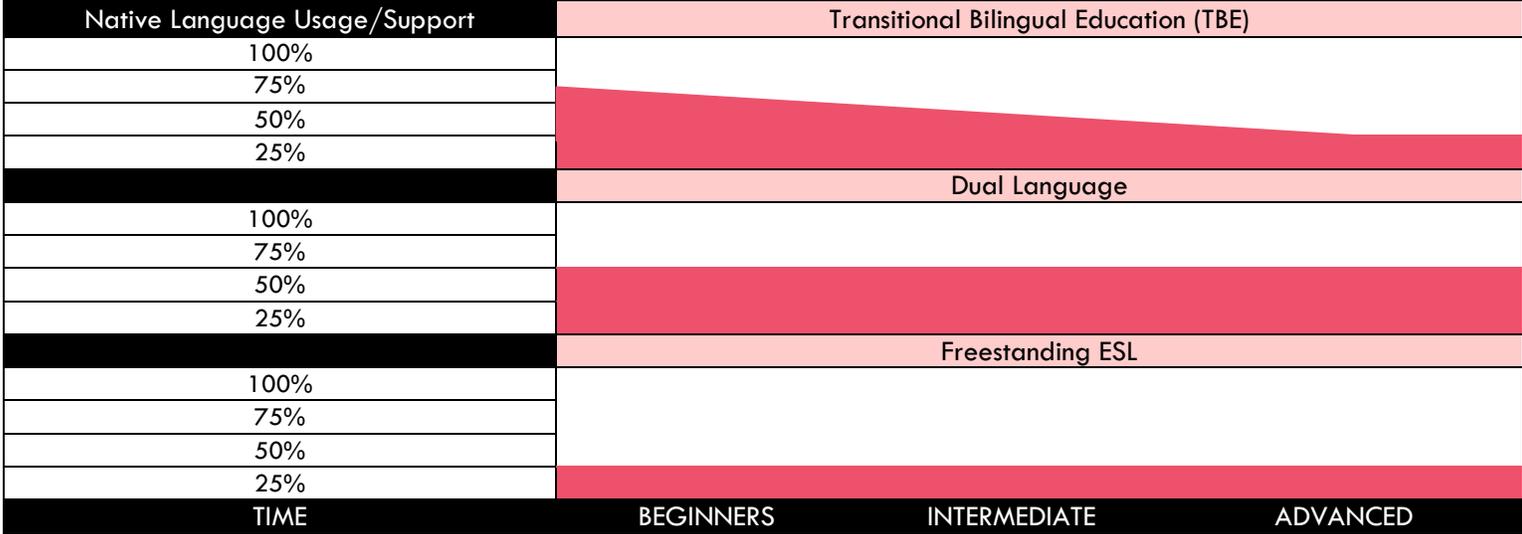
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	Beginning	Intermediate	Advanced
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.



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.
- Our ELL population is provided with a variety of strategies across all content areas. All ELL students in grades 3 -5 attend the Extended Day Program and are provided intervention services in ELA and Math. During this time, small group instruction is provided with a focus on reading and math skills as well as a heavy emphasis on vocabulary. We have also purchased the Spanish version of the Math curriculum in order to meet the needs of those students who have just arrived to the country or those who still feel more comfortable using a text book in their native language. Throughout the day, small group instruction is provided with a focus on student needs. An ELL After School Academy is offered for ELLs in grades 1, 2 and 3. The purpose of the academy is writing across all content areas. This program will provide the students with the opportunity to enhance their prior knowledge and strengthen their vocabulary through hands-on visual arts projects and theatrical performances.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our ESL program allows all our ELL students to be placed in one class on each grade with a certified ESL teacher. This ensures the weekly mandated ESL units are provided. Students are presented with ESL scaffolds in all subjects to prepare them to think critically and solve problems. Students are actively engaged in a standards-based curriculum that addresses all modalities. The ESL Cohort meets bi-monthly where they articulate about how the students are doing by looking at students work in all content areas and what additional materials and information is needed to continue supporting the ELLs.
11. What new programs or improvements will be considered for the upcoming school year?
- This current school year, we have delved into Common Core aligned programs in reading and math. (Literacy: Ready Gen; Mathematics: Go Math!). Common planning sessions are built into our daily schedule to allow collaboration between ESL and monolingual teachers on each grade level. This time allows us to ensure that content area instruction is consistent and addresses the needs of our ELL students. Additionally, the ELL cohort meets monthly. This helps ESL teachers create an action plan each month focusing on creating an eight-week action plan addressing each modality. This cohort receives a variety of professional development sessions on ESL strategies and scaffolding to strengthen their instructional practices.
- In addition, our ESL Coordinator provides a weekly NYSESLAT preparation period for all ELLs. An eight-week cycle addresses each individual modality and prepares students for the upcoming NYSESLAT. In our After-School Academy, we will continue to incorporate the content academic vocabulary. We will continue to incorporate the Visual Thinking Strategies to strengthen students' oral and written language.
12. What programs/services for ELLs will be discontinued and why?
- No programs will be discontinued at this time.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELLs are afforded equal access to all school programs and they have equitable access to grade level curricula. All ELLs in grades 3-5 are invited to participate in our Extended Day program and ELLs in grades 1-3 are invited to our After-school ELL Academy. The ELL Academy uses the Santillana Program with a focus on units that include nutrition, community, and life cycles. At the culmination of each unit parents are invited to participate in a family celebration. In addition, these students are offered to participate in several enrichment programs such as chorus, dance, art, and Cookshop in order to increase their language development.
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 wide variety of instructional materials are used to support our ELL students. All classrooms and the ESL Lab are equipped with materials to support the development of language acquisition and content skills. NYSESLAT books have also been purchased to continue supporting the ELLs in grades K-5. ESL classroom libraries include books in the student's native language to support literacy development. Every room is equipped with a smart board, I pads, printers, listening centers, talking dictionaries, and Elmo's to enhance the presentation of lessons, support student learning, and offer multiple entry points. Audio books are often used to help support struggling readers and newcomers.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- All classrooms and the ESL lab are equipped with a variety of materials that support the development of language acquisition and content skills. Our ELL classrooms have native language libraries, listening centers, computers, printers, Elmos and SMART Boards. In the ESL program, native language support is given to scaffold the students as needed. Students are provided with

glossaries in the native language to help support the content, electronic dictionaries to support writing and comprehension, books in the native language to support literacy, peers who speak the native language to support second language acquisition, and teachers who speak the same native language. Our school library is equipped with a Bilingual Text Parent Library. These books will reinforce skills learned in school such as, reading aloud with fluency and comprehension. It is an important tool to maintain parents involved in their child's education. The library also houses picture dictionaries and a Wordless Collection to increase the use of language when describing characters and events.

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

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

Our ELLs receive the required services, resources, and accommodations according to their appropriate age, grade level, Fountas & Pinnell reading levels and level of English proficiency. Students are taught the content areas by their current level using multiple entry points taking into consideration their reading level and English proficiency.

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.

Newly enrolled ELL students are encouraged to participate in the Extended Day Program. Parent workshops are organized to meet the needs of newly enrolled ELLs, for example Homework Helper. Parents can borrow dual language books to read at home with their child and are provided with a list of possible questions for family discussion.

18. What language electives are offered to ELLs?

We do not offer language electives at our elementary school.

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)?

At this time, our school does not have a dual language program.

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

- What is ESL instruction? – strategies/methodologies
- Analyzing Assessments and our ELL population (LAB-R/NYSESLAT)
- Helping ELLs write across all content areas
- Using technology to create interactive lessons to engage ELLs
- Scaffolding writing lessons for ELLs
- Developing Writing Rubrics
- Grade Level Meetings (last Monday of the month)

In addition, Our ESL/Bilingual teachers and administrators will attend the 37th Annual SABE Teacher Institute in the spring of 2014. They will be afforded the opportunity to participate actively in a wide variety of workshops and presentations on best pedagogical practices for bilingual and ESL learners. These teachers will turnkey the information they received at the next faculty conference and grade level meeting.

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

2. Throughout the year, ongoing professional development will be provided to teachers of ELLs in supporting students as they engage in the Common Core Learning Standards. Our Literacy Instructional Specialist and ESL Coordinator will have the opportunity to attend workshops offered by OELL and our network. They will also be supported by ongoing training at our school on the Ready Gen/Go Math curriculums. They will then turn key information and share materials and handouts provided at these workshops at the next ESL Cohort meeting. During our vertical (K-5) ELA and Math data analysis periods teachers will gain a deeper understanding of how the standards build as they go across the curriculum

3. To support our ELLs as they transition to middle school, our Guidance Counselor offers parent workshops on the middle school application process. We also take our fifth graders on a visit to a neighborhood middle school. In addition, our teachers, social worker, and parent coordinator support families in searching for a middle school and completing the application process. All 5th grade students participate in a workshop entitled "Transitioning to Middle School" by NYU.

4. To ensure the minimum of 7.5 hour (10 hours for SWD teachers) mandated ESL training as per Jose P. professional development sessions will be provided throughout the school year by our LAP Team members and our community organization ESL Specialist, Ms. Betty Ortiz. The professional development will take place during the first two conference days in September, Election Day, and Brooklyn Queen's Day. Teachers also attend ESL Cohort meetings where best practices are shared. A record of these hours for each staff member is kept on file along with the agenda and attendance by our ESL Coordinator.

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?

1. P. S. 274 encourages ELL parents to be actively involved in all ongoing parent activities. We evaluate the needs of our parents and work together to meet those needs through various resources. During the school day parents are invited to attend meetings and workshops presented by CBO's and our P.T.A. Our ELL parents are also invited to attend Title III workshops. Some of these workshops are designed after parents indicate areas of interest. Many workshops specifically target ELL parents, such as; ELL Parent Orientation for the newly admit students and workshops on the NYSESLAT where different ways to help their children at home are presented to them. At these workshops, parents not only learn to support their children academically, but also strengthen family relationships.

In addition, P.S. 274 provides support and technical assistance in planning and implementing effective parental involvement activities to improve student academic achievement and school performance

Some of the activities our ELL parents are invited to participate are:

- Family Literacy night
- Family Math night
- Curriculum night
- Day in a life series
- Latino Project workshops facilitated by NYU
- Wellness Night
- Annual Open House
- Star Awards
- Transitioning to Middle School
- Understanding the CCLS series
- Understanding their child's results on the NYS, ELA/Math

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

- Participation at PTA meetings
- Workshops for parents on topics such as; The Common core Standards presented by our Instructional Specialist and suggestions for activities that can enhance student achievement
- Participating in classroom and school wide celebrations
- Multicultural Celebration
- Visits from Brooklyn Public Library to provide onsite information and library card registration
- Coffee with the Principal and CBO partnerships
- Cookshop for Parents Series

Parents will also receive a monthly newsletter created by our Parent Coordinator to inform them of upcoming school events, meetings, and workshops to assure attendance. The Parent Coordinator ensures that parents receive all information in their native language and a translator is available throughout the day during all events and workshops.

2. P.S. 274 enjoys collaboration with several community based organizations including NYU Early Childhood Latino Study, Cook Shop workshops for parents, Hope Gardens, The Coalition for Hispanic Family Services, City Harvest, The Cornell University Cooperative Extension and New York Psychotherapy and Counseling Center. These programs provide services and opportunities that address the academic, social, emotional and health needs of our community. The NYU Latino Study offers intervention strategies to families of Latino descent to ensure that students complete their formal education. Cook Shop for Families (workshops) confronts the challenges families face to find affordable and healthy foods. Hope Gardens provides counseling and assistance for victims of domestic violence. The Coalition for Hispanic Families offers family support with housing and foster care. Through Penny Harvest and City Harvest, our students learn about the importance of giving back to their community. Families donate food to City Harvest and their pennies to Penny Harvest for those less fortunate. The Cornell University Cooperative Extension provides parents with ways in which they and their family can live a healthy lifestyle. Parents learn about basic nutrition, portion size, food safety, menu planning, food shopping and budgeting, and food preparation. They learn how to prepare nutritious foods as well. The New York Psychotherapy and Counseling Center provide counseling for students and their families.

3. Evaluation of Parental Needs

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

4. Addressing Parental Needs

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

- Components of NYS ELA, NYS Math, and NYSESLAT examinations
- ARIS – navigating the system
- Community Based Organizations offering a wide variety of workshops on such topics as Bullying, Challenging Behaviors, and Parenting Skills Series.

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

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

A record of all parental activities is kept in the Parent Coordinator's office.

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: P.S. 274

School DBN: 32k274

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Maritza Olliviera	Principal		1/8/14
KarenLee Minogue	Assistant Principal		1/8/14
Migdalia Surita	Parent Coordinator		1/8/14
Vilma Molina	ESL Teacher		1/8/14
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
Joanne Bruno	Coach		1/8/14
	Coach		
	Guidance Counselor		
	Network Leader		
Aimee Perez	Other <u>Assistant Principal</u>		1/8/14
John Zuzeck	Other <u>Assistant Principal</u>		1/8/14
	Other _____		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 32K274 School Name: Kosciusko

Cluster: 4 Network: 412

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

Part A: Needs Assessment Findings

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

At P.S. 274 a Home Language Identification Survey (HLIS) is given to each registering parent to determine the native language of each enlisting student as well as the primary language spoken at home. We analyze the (RHLA) Home Language Report annually to identify the native languages present in our school each school year. We also obtain information from the emergency cards where the parents preferred written and oral language is indicated. Based on the findings within this report and emergency cards we are able to identify the specific families and languages requesting translation.

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

Analysis of our (RHLA) Home Language Report shows that 41.6% of our parents require oral interpretation and written translation of school distributed materials. Our findings are communicated to our school community at various forums such as our School Leadership Team meetings, PTA meeting, Faculty Conferences, and also shared with CBOs. Additionally, parents are notified through our monthly newsletter and a bulletin board located on the main floor adjacent to the Parent Coordinator's office, the translation and interpretation services available to them.

Part B: Strategies and Activities

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

To meet the identified needs, indicated in Part A, and in order to foster a strong parent school partnership and communication, P. S. 274 provides written translation of all notices and parent communication materials. P.S. 274 utilizes a portion of its translation allocation to fund a translation team. Our translation team provides written translation of all documents. If the translation team is unable to translate, documents are forwarded to the Translation and Interpretation Unit of the Department of Education.

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

To successfully communicate to families information about their child's academic progress or needs, oral interpretation services are provided by members of our in-house Interpretation Team. A member of our Interpretation Team is readily available and on hand to provide oral interpretation at one-on-one conferences, parent meetings, workshops, or events occurring throughout the school year.

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

According to Section VII of the Chancellor's Regulations A-663 parents will be notified as follows:
The school will post in a conspicuous location at or near the primary entrance a sign in each of the covered languages indicating the availability of interpretation services. Parents who speak a non-covered language shall receive a translation of forms from the Translation and Interpretation Unit. Parents will be given access to the Department of Education website which provides information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services. Parents are given access to the Parent's Bill of Rights and all safety procedures in their native language.