

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

09X274

School Name:

**P.S. 274 THE NEW AMERICAN ACADEMY AT ROBERTO CLEMENTE STATE
PARK**

Principal:

PEPE E. GUTIERREZ

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Elementary School Number (DBN): 09X274
School Type: District Public Grades Served: Pre-k to 3rd
School Address: 275 Harlem River Park Bridge. Bronx, NY 10453
Phone Number: (718) 901 9703 Fax: (718) 901 9709
School Contact Person: Martha Mitja Email Address: Mmitja@schools.nyc.gov
Principal: Pepe E. Gutierrez
UFT Chapter Leader: Renai Mason
Parents' Association President: Emily Santiago, Crissy Gonzales
SLT Chairperson: Keisha Green
Student Representative(s): NA

District Information

District: 09 Superintendent: Leticia Rodriguez-Rosario
Superintendent's Office Address: 450 St. Paul's Place. Bronx, NY 10456
Superintendent's Email Address: LRosario2@schools.nyc.gov
Phone Number: (718)579 7143 Fax: (718) 410 7017

Cluster and Network Information

Cluster Number: 04 Cluster Leader: Christopher Groll
Network Number: 401 Network Leader: Shenean Lindsay

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 Comprehensive Educational Plan (CEP) 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)
Pepe E. Gutierrez	*Principal or Designee	
Renai Mason	*UFT Chapter Leader or Designee	
Emily Santiago, Crissy Gonzales	*PA/PTA President or Designated Co-President	
Martha Mitja	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Marian O'Garro	CBO Representative, if applicable	
Shamika Gaines	Member/Parent	
Kissie Alexander	Member/Parent/Title I	
Shaquna Atkins	Member/Parent	
Osmaira Maldonado	Member/Parent	
Sheena Coppin	Member/Parent	
Ana Beltran	Member/UFT	
Rachel Levi	Member/UFT	
Keisha green	Member/UFT/Chair	
	Member /	
	Member/	
	Member/	

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

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

The 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 CEP 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 Comprehensive Educational Plan (CEP) 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

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

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:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. 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 CEP Development

School Leadership Teams should engage in the following steps:

4. **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.
5. **Step 2:** 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.
6. **Step 3:** 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.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** 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: CEP Overview

Develop a narrative summary that includes:

1. 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.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

PS 274, is an elementary school located in Community District 9 in the Bronx, NY comprised of grades Pre-K through 3rd grade (Growing to 5th grade). **Our mission statement is "to empower learners and inspire leaders to make this a better world."**

PS 274 operates using an open classroom concept with a team teaching approach. Each grade is comprised of a cohort of 100-120 students who loop together with their teachers. Each cohort is led by a teaching team of 5 or 7 teachers, including an embedded Master Teacher who is charged with leading the team of adults and ensuring sound instructional practice for the students.

Each team has 90 minutes of daily collaborative time to vet lessons, analyze student data, meet with parents, discuss students, plan curriculum, and view recorded lessons using the lens of instructional rounds. In addition to the daily 90 minutes, each teacher team engages in 70 minutes of weekly reflective practice using a reflective protocol. Every 6 weeks, the teams meet with a reflective practitioner to analyze themes and trends across the team and/or school to strengthen team dynamics and effectiveness.

All new faculty members attend a 5 week summer training which includes a week at Harvard University to engage in learning around reflective listening and understand Myers-Briggs Personality Profiles. This allows teams to work with Harvard professors to communicate and collaborate more effectively and deepen the understanding of all team members.

Our school has partnered with SCAN NY to provide supplemental after school services for our students. Additionally, we have formed a partnership with Roberto Clemente State Park to utilize their facilities for our physical education classes. This is our second year of operation and our instructional focus is to use information in order to improve differentiation practices to improve teaching and learning.

The challenges we face at PS 274 are instruction that includes multiple entry points and is accessible for all learners, social emotional support for our students, as well as increased meaningful parent involvement. As we are phasing into the community, we have discovered the need to create a cultural change in our community in the way they view schools and educators. We are challenged with changing this negative view our community has about school. We are working on increasing our parent involvement by inviting parents in for Friday parent forums, curriculum celebrations, PTA functions, and by having an open door policy. Through the 2013-2014 teacher survey, we saw teachers do not believe we are supporting the social emotional needs of our students. PS 274 will work to improve the social emotional support we provide to our students through the addition of a guidance counselor to our team. Through reflecting on previous lessons and instruction, we have discovered that our teachers need more professional development on including multiple entry points and adjusting the delivery of our instruction to meet the needs of all learners, as well as keeping the aim of the lesson focused. PS 274 will work on differentiation of instruction that is accessible and customized with multiple entry points.

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.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school's strengths and needs relative to this Capacity Framework element (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.

According to data derived from the 2013-2014 New School Quality Review, the school provides students with instruction that is inclusive, motivating and aligned to the Common Core.

- The school curricula is aligned to the schools' key standards and provides varied challenges to afford students opportunities to acquire and apply knowledge, and skills to close the achievement gap and ensure all students are cognitively engaged.
- The school's coherent and engaging curriculum in ELA and Math as well as their six interdisciplinary units in Social Studies and Science offer opportunities for all students to engage in focused learning experiences aligned and connected to the Common Core Learning Standards (CCLS) that positively impact learning outcomes across grades and subjects.
- The school has made adjustments to curriculum maps in order to ensure that there is a focus on priority standards and concepts allowing for the school's consistency in implementing literacy and mathematics instructional shifts in all grades.

Although the instruction is engaging and aligned, we need to make sure it is accessible and customized with multiple entry points for all learners in our school community. Based on student performance on assessments during the 2013-2014 school year, as well as baseline assessments during the 2014-2015 school year:

- Teachers must incorporate multiple entry points when planning and delivering instruction in order to address individual student needs
- Teachers must engage in professional learning opportunities focused on developing their ability to differentiate instruction for individual students
- Teachers must collect analyze and utilize data to make instructional adjustments when planning lessons in order to create purposeful small groups of learners and differentiated lesson adjustments
- Teachers will develop tasks that stimulate critical thinking in order to appropriately challenge all learners

It is essential that teachers are able to differentiate instruction to meet the needs of all learners. Our 2014-2015 Fountas and Pinnell Assessment Data indicate that an average of 20% of our students school-wide are reading on or above grade level. In order for our students to demonstrate academic growth, teachers need training on how to adjust and refine curriculum and make instructional adjustments for a variety of learners.

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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the number of students reading at or above grade level will increase by 5% as measured by Fountas and Pinnell Benchmark Reading Assessment in order to increase reading proficiency.

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: <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. 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). 3. Strategies to increase parent involvement and engagement 4. 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>
1. Ready Gen, Teacher’s College and GO Math/Core Knowledge curriculum and lessons will be adjusted during weekly instructional team meetings in order to meet the needs of all learners. The notes from team meetings will be shared at parent forums in order to build trust and transparency across our school communities.	All students	9/2014 – 6/2015	Principal, Master Teacher, Teachers
2. Academic Intervention will be used with small groups of students based on formative and summative assessments. The interventions are provided in small groups using Foundations, Words Their Way, Imagine Learning and LLI. In order to build transparency and trust across the school community, information concerning <u>academic intervention</u> is shared with parents at weekly parent forums, in weekly newsletters, at 1 on 1 meetings, and parent teacher conferences.	Students reading below grade level, SWD, ELL	9/2014 – 6/2015	Principal, Master Teacher, Teachers, AIS Teacher
3. Teachers will engage in professional learning cycles centered on the development of their skills in specific focus areas throughout the school year.	All teachers	9/2014 – 6/2015	Principal, Master Teacher, Network
4. Students will be grouped in Universities in order to address specific targeted skills identified through formative and summative assessments. In order to build transparency and trust across the school community, data is shared with parents at 1 on 1 meetings and parent teacher conferences. We will conduct reading and writing parent workshops, host parent forums throughout the year to continue to build trust, engagement and involvement.	Students and parents	9/2014 – 6/2015	Principal, Master Teacher, Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ol style="list-style-type: none"> 1. Instructional materials to support curriculum development during the regular school day and after school program, Time allotted for weekly instructional team meetings, Time allotted for Principal Forum, Supervisor per session for after school (as funding permits) , Teacher per session for after school

- (as funding permits), Coverage provided by content area specialist
2. Instructional Materials to meet the needs of at risk students. e.g. Foundations, Words Their Way, Imagine Learning, and Leveled Literacy Intervention, Time allotted for Principals Forums, Time allotted for 1 on 1 parent meetings
 3. Teachers will receive differentiated professional development during the school day by master teachers, by the network/and or via per session as funding permits.
 4. Master Teachers, Teachers, Principal and Parent Coordinator will host literacy and math workshops, Time allotted for analyzing data in order to group students

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 IIA		Title III		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.

By February 2015, the number of students reading at or above grade level will increase by 2% as measured by Fountas and Pinnel Benchmark Reading Assessment in order to increase reading proficiency.

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.

Part 1 – Needs Assessment

3. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4. Summarize your school’s strengths and needs relative to this Capacity Framework element (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.

According to attendance data from 2013-2014 our school attendance was 87%?. In order for our students to be successful both academically and within their community, it is imperative that our school improves our daily attendance.

Based on the 2013-2014 NYC School Survey, 89% of teachers feel that we are teaching students the social and emotional skills needed to succeed in and be prepared for their next grade level and 33% feel there is a person or a program that helps students resolve conflicts. Based on this data and the number of behavior incidents in our school, we are aiming to improve the social emotional support that we provide students.

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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 there will be a 3% increase in student attendance and 5% increase on the Learning Environment Survey in the number of teachers that feel there is a person or a program that helps students resolve conflicts.

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>
<ol style="list-style-type: none"> 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. 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). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust 			
All classroom teachers will implement daily morning meetings, in order to provide students with social emotional support and insure students feel safe and supported in school.	All students	9/2014-6/2015	Master Teachers, Classroom Teachers
Attendance Celebrations and awards	All students	9/2014-6/2015	Master Teachers, Headmaster
Attendance initiative (attendance teacher will meet on a monthly basis in order to share data and effective practices related to improving attendance.	Students below 95% attendance	Once a month (Thursdays)	Attendance Teacher, Master Teachers,

		fom 9/2014- 6/2015	Headmaster
We will hire school guidance counselor.	All Students	9/2014	Headmaster, Master Teachers
SCAN outreach attendance program will build relationships with families of students who are deemed at-risk. They will make contact with families on days when students are absent. They will give weekly incentives for students who have come to school every day that week.	Students with an attendance average 95% or below.	9/2014- 6/2015	SCAN personnel, Principal, Master Teachers

Part 4 – Resources Needed

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

SCAN personnel, attendance teacher, funding for school guidance counselor, funding for celebrations materials and awards, time allotted for SCAN outreach team to meet with ELT.

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 IIA	X	Title III		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:

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

By February 2015 there will be a 1.5% increase in student attendance. The ELT will create and distribute a survey to teachers and staff to gauge the effectiveness of the outreach program.

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

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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12. 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 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.

Part 1 – Needs Assessment

13. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
14. Summarize your school’s strengths and needs relative to this Capacity Framework element (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 the 2013-2014 New School Quality Review the school has an intentionally designed daily schedule which allows all teams to spend ninety minutes each day working together on data review, lesson plans, classroom management, pedagogy, professional learning opportunities, and/or reflection. Intentional partnerships have been forged with the Harvard Graduate School of Education in order to support the school’s mission of being a “relationship driven learning organization.” Teachers also participate in six week Summer Training and Professional Learning Sessions at Harvard University to learn and apply effective collaborative skills. Scheduled, weekly reflection sessions also helps to strengthen the collaborative relationships amongst team members.

Feedback from the 2013-2014 NSQR included the need for our school to enrich teacher’s capacity to make instructional adjustments in order to differentiate lessons so that all learners have opportunities to experience tasks that foster appropriate challenge and higher-order thinking. In order to achieve this we will use our 90 minute planning time to provide teachers with Professional Learning opportunities on how to incorporate multiple entry points and adjustments in their delivery of instruction in order to increase student achievement.

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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of teachers will participate in 90 minute daily collaborative planning sessions and submit at least one video for collaborative feedback from peers in order to improve their instructional techniques and strategically plan to meet the diverse needs of students thus improving student outcomes.

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>
<ol style="list-style-type: none"> 15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. 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). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust 			
Principal and Master Teachers will meet individually with teachers to discuss individual yearly goals based on Danielson Framework.	All Teachers	9/2014-6/2015	Principal, Master Teachers, Classroom

			Teachers
Teacher teams will meet using school wide protocol for discussing video debriefings and lesson vetting in collaboration with the Danielson Framework.	All Teachers	9/2014-6/2015	Master Teachers, Teacher Teams
ELT will create a school-wide plan for 6-week Professional Learning Cycles.	All Teachers	12/2014-6/2015	Master Teachers, Principal

Part 4 – Resources Needed

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

Time allotted for 90 minute morning meeting, time allotted for individual teacher meetings with Principal and Master Teacher, time allotted for planning of 6-week Professional Learning Cycles, funding for technology equipment for video-taping, video viewing, and Professional Learning Cycles.

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 IIA		Title III		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:

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

By February 2015, 50% of teachers will participate in 90 minute daily collaborative planning sessions and 50% submit at least one video for collaborative feedback from peers in order to improve their instructional techniques and strategically plan to meet the diverse needs of students thus improving student outcomes.

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

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
22.	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.

Part 1 – Needs Assessment

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| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (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 our 2013-2014 School Survey Report, 100% of teachers feel that school leaders place a high priority on the quality of teaching and 89% of teachers agree that the principal participates in instructional planning.

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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 in order to plan for differentiated learning opportunities, to monitor student progress making adjustments when necessary and in an effort to continue to be responsive to teacher and student needs, the Educational Leadership Team (with a representative from each grade level team) will hold a minimum of 3 meetings per month from October 2014 to May 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:	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>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. 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). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
School leaders will develop a set schedule with the calendar which includes 3 meetings per month with a specific agenda	All Teachers	10/2014 – 6/2015	Principal Master Teacher
School leaders will create an agenda which will include time for data review in order to plan professional learning opportunities and to monitor student progress in order to adjust plans			
School leaders will share data related to student progress and recommend interventions based on data review.	All Teachers	9/2014 – 6/2015	Principal All Teachers
School leaders will share data related to teacher performance with staff and create professional learning opportunities based on the data	All Teachers	9/2014 – 6/2015	Principal Master Teacher
The Educational Leadership Team will set school-wide goals for professional learning, quality instruction and student progress.	All Teachers	9/2014 – 6/2015	Principal Master Teacher

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Part 4 – Resources Needed

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

Time allotted for monthly meetings with Head Master and Master Teacher, Technology to share pertinent information such as student data, school-wide data tracking templates,

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 IIA		Title III		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:

29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

30. Specify a timeframe for mid-point progress monitoring activities.

By February 2015 in order to plan for differentiated learning opportunities and to monitor student progress making adjustments when necessary. Continue to be responsive to teacher and student needs, the Educational Leadership Team (with a representative from each grade level team) will hold a minimum of 3 meetings per month from October 2014 to February 2015.

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

31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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32. 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 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.

Part 1 – Needs Assessment

- | | |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (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 the results from the 2013-2014 NYC School Survey 99% of parents say they feel welcome in the school but only 71% of parents say they have been invited to an event at the school. We are committed to increasing parent involvement and partnerships within our school community in order to improve student achievement.

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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, parents will be invited to a minimum of six curricular celebrations in order to increase parent engagement in school activities as measured by the Parent Learning survey. The school will host 6 curriculum celebrations to increase parental involvement and showcase student learning.

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>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
36. 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).			
37. Strategies to increase parent involvement and engagement			
38. Activities that address the Capacity Framework element of Trust			
Curricular celebration invitations will be sent home at least 2 weeks in prior to actual date.	All students and families	10/2014-6/2015	Master Teachers and Teacher Teams
Parent calendars and newsletters will include dates for curricular celebrations throughout the year.	All students and families	9/2014-6/2015	Master Teacher and Teacher Teams
During weekly team meetings, on Tuesdays, teachers will plan curricular celebrations and review data related to parent celebration.	All students and families	9/2014-6/2015	Master Teacher and Teacher Teams
Parent forums will be hosted every Friday and parent workshops will be hosted on a monthly basis. Topics for workshops will be selected based on parent feedback via our parent coordinator.	All students and families	9/2014-6/2015	Principal, Parent Coordinator, Master Teacher and Teacher Teams

Part 4 – Resources Needed

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

Resources, including but not limited to technology, for hosting curriculum celebrations
 Survey to determine the need and effectiveness of workshops provided for parents
 Books for parent book study
 Time and location allotted for weekly meeting with parents,
 Funding

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 IIA	X	Title III		Grants
---	----------	---	---------------	--	-----------	---	-----------	--	--------

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:

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

By February 2015, parents will be invited to a minimum of 3 curricular celebrations in order to increase parent engagement in school activities as measured by the Parent Learning survey. The school will host 3 curriculum celebrations to increase parental involvement and showcase student learning.

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

41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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42. 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)	F&P Running Records, Classroom assignments	, conferencing, close readings	Small group	During school day. After School
Mathematics	End-of-unit assessments. PBA	, conferencing, projects	Small group	During school day. After School
Science	Project-based assessments	Projects	Whole-class	During school
Social Studies	Project-based assessment	Projects	Whole-class	During school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Behavior profile, Attendance, Academic profile	Small group/individual counseling, attendance outreach	Small-group and individual	During school

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. 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.
6-Step hiring process for master teachers and teachers Each team is comprised by at least one special educator and a bilingual/ESL/TESOL teacher Each team is comprised by at least one SPED educator

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).
Daily hour and a half of daily planning as a team (Master teacher plus four other teachers) Daily mentorship and PD provided by master teachers

Part 3: TA Schools Only

3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
TI funds will be used to provide additional services for our students. We will fund additional personnel, computer hardware and library/book collections in order to help us reach our goal of small group instruction.

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).
Funding is targeted to all of our students. For example, we coordinate the use of Title I, and TL monies to fund educators working with our highest need students. A portion of the funds were also set aside for books, supplies, computer hardware and uniform assistance.

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.).

We currently serve four Pre-kindergarten programs. Our pre-k program utilizes the same thematic interdisciplinary units of study, we host joint parent involvement activities (Interdisciplinary celebrations). Some of our teachers can/will “loop” with our students as they enter our kindergarten program.

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.

Our teacher directly and Indirectly-through their Master Teachers-have input in the selection of curriculum, assessment, MOSL and MOTP assessments. Teacher teams select Professional Learning cycles and suggest, participate and facilitate school-wide professional learning.

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 (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are 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	347,872	X	10, 12, 14, 16, 18
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal	11,200	X	12,18
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	2,411,544	X	10, 12, 14, 16, 18

¹Explanation/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 8: 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 CEP 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.

P. S. 274 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. **P. S. 274 The New American Academy at Roberto Clemente State Park**, 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. **P. S. 274 The New American Academy at Roberto Clemente State Park** will support parents and families of Title I students by:

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

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, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend 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;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

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

P. S. 274 School-Parent Compact (SPC)

P. S. 274 The New American Academy at Roberto Clemente State Park in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;

- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

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: <u>The New American Academy 274</u>	DBN: <u>09X274</u>
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 checked="" type="checkbox"/> Saturday academy	
Total # of ELLs to be served: <u>82</u>	
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 type="checkbox"/> 4 <input type="checkbox"/> 5	

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 4
of content area teachers: 0

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: At The New American Academy we offer dual language (English & Spanish) for students in Kindergarten, and ESL services for grades K-3. The supplemental program we plan to execute will be implemented after school, one day a week for two hours (Wednesdays from 3pm-5pm), and during our Saturday Academy that would run from 9-12(permit pending). There will be 12 after school sessions and 20 Saturday sessions. It will include a variety of components in order to cater to our students' individual levels and needs. We will plan hands on, exploratory content area activities, we will use Imagine Learning, a computer-based, individualized ELL support (which has been purchased already), and small group guided reading instruction. We plan to include NYSESLAT test-prep instruction as well that will improve the listening, speaking, reading and writing skills of our ELLs. For kindergarten, students will be supported in both English and in Spanish by two bilingual certified teachers. In grades 1-3, instruction will be delivered in English with an ESL approach by two bilingual/ ESL certified teachers. All 4 of our ESL/ bilingual certified teachers will be present for the planning, preparation and delivering of instruction. Any common branch teachers who wish to participate will be welcomed. All teachers will be provided a common planning hour once a month for congruence. During this time the teachers will collaborate and plan instruction for the afterschool program. Materials included are laptops, interactive student journals, photos, posters, high quality materials that focus on language acquisition, listening, speaking, reading and writing skills, and provide support through ESL strategies ("realia"), etc. TNAA will be able to use other funding sources as needed to complement this program.

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: We plan to prepare and host on-going professional development sessions that will cover instructional strategies to use with ELLs. As our model is inclusive and ELLs receive their services in the classroom, we feel it necessary that all teachers be trained in using teaching strategies for working with ELLs. These strategies will be shared during our morning meetings with each grade level team on an ongoing basis. Our ELL team will meet after school on a bi-weekly basis to discuss instructional strategies and student progress. Three of our professional development sessions will be

Part C: Professional Development

extended PDs where specific ELL related topics will be covered. We have chosen to focus on intervention strategies for ELLs, dual language instruction (as we begin to implement a dual language program with kindergarten this year), and NYSESLAT expectations and preparation. Imagine Learning will be delivering a school-wide PD which will be made available to all teachers. This is one of our intervention strategies we are currently using with our ELL students. We also plan to turn-key a training on Spanish phonics instruction by Estrellita. Three bilingual certified teachers will attend the training and then offer it to all teachers. The third PD will be held school-wide, planned by our school ELL team and will cover NYSESLAT expectations and prep. This will ensure that teachers are using instructional strategies in the classroom that allow our ELL students to acquire the skills they need to be as successful as possible on the NYSESLAT. PD providers are all bilingual certified classroom teachers and they comprise the school ELL team as well.

Part D: Parental Engagement Activities

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

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

Begin description here: We plan to deliver four Parental Engagement sessions on Saturdays. Our parent coordinator will be available to translate, as well as our bilingual certified teachers. These sessions will be offered once a month on Saturdays to parents and their child. We plan to deliver English lessons and apply what we've learned through making trips to cultural institutions that offer language specific programming to families. These trips will cover topics such as art making, history, architecture, food, culture, etc. Our ELL team will plan on being present on these Saturdays. Parents will be notified in the form of a newsletter that will go home with each child. The following topics will be covered in Saturday Sessions: 1. Teaching my child to read in English. This session will serve as an opportunity for parents of ELLs to meet one another and share what it is like to teach their child English as a second language. For many of our parents, they themselves are learning English and this will be a time for them to learn what they can do at home to support and learn alongside their child 2. Success with Sight Words- the whole language approach. This session will be a "make and take" session for parents. It will provide a brief explanation of what the whole language approach is and emphasize to parents the importance in getting their children to read sight words at home and in the surrounding environment. They will learn and create activities to play with their child at home to practice the sight words 3. Sound it out- Phonics! This session will cover the importance of phonics instruction. Another "make and take" session- we will go over games and activities parents can do at home with their child to help them learn the letter sounds 4. Learning to Read and Reading to Learn- this session will cover the difference between learning to read and reading for meaning. We will stress the importance of reading for meaning and reading comprehension and go over activities parents can do with their child at home with leveled texts and with read aloud stories. Parents will create items they can use at home (reading response journals, graphic organizers, for example).

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	_____	_____

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 09X274 School Name: The New American Academy

Cluster: 04 Network: 401

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.

ATS and ARIS provide us with data regarding students' home languages as per their Home Language Identification Survey (HLIS). With this information we are able to determine the number of different languages for which we need to have translation. For our immediate translation needs, such as meeting notices or the weekly family newsletter, our in-house staff members are able to translate the majority language (Spanish). For languages that we are unable to translate here at the school or large documents we utilize the DOE's translation services to translate.

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.

We are a new school that makes every effort to translate documents into the preferred language of our families. As previously stated we rely on ATS Home Language Data as well as preferred language information to determine what should be translated. In addition, we receive feedback from families about what they would like to have translated. One such example is the weekly family newsletter. Our translation reflects the need to communicate with our majority (Spanish) population and each of our grade teams includes at least one teacher that is proficient in Spanish and able to translate the weekly family newsletter prior to it being distributed

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.

Many of our teachers at PS274 speak the same language (Spanish) as our families and are able to provide written translation. Much of our ongoing translation, such as the weekly parent newsletter and other notes are done in-house by our teachers. We also use our parent coordinator to translate other school-wide written communication to parents throughout the school year. Languages that we are unable to translate in house for school-wide parent communications will require the use of the DOE translation unit or online translation.

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

Oral interpretation will be provided through the following:

- School based teaching and support staff
- Parent Volunteers (when available)
- Outside contractors on an as needed basis for whole school events If there is a family that needs immediate interpretation that we cannot provide in house we utilize the DOE telephone translation services.

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>.

Parents will receive a copy of the Bill of Parent Rights and Responsibilities in their primary language when necessary. Translations for this document will be retrieved from <http://schools.nyc.gov/Parents/NewsInformation/BillofRights.htm>. If we encounter a situation in which parents of more than 10% of the children at our school speak a primary language that is neither English nor a covered language, we will obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant to this section and shall post and provide such forms in accordance with Chancellor's regulations. We will also direct families to the Department's website where they can find information in each of the covered languages concerning the rights of parents in regards to translation services.

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

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

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	277	Total number of ELLs	37	ELLs as share of total student population (%)	13.36%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	17									17
ESL	20		6							20

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	37	0	6	0	0	0	0	0	0	37
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish SP	17																		17	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	17	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	17	0

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u> </u>	Asian: <u> </u>	Hispanic/Latino: <u> </u>
Native American: <u> </u>	White (Non-Hispanic/Latino): <u> </u>	Other: <u> </u>

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		6	13											19
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			1											1
TOTAL	0	6	14	0	20									

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)		1	0											1
Intermediate(I)		3	6											9
Advanced (A)		2	8											10
Total	0	6	14	0	20									

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B			0										

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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.
 PS 274 uses Fountas and Pinnell to assess the early literacy skills of our ELLs. The data provides us with insights about ELL students' letter and sound recognition, early literacy behaviors as well as their reading levels.
 The data allows us to create and differentiate lessons for our ELLs that best meet their literacy needs. This data also guides our

differentiated instruction, small guided reading groups and RtI services for ELL students.

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

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

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

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

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

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

4. For each program, answer the following:

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

a. PS 274 is a pre-k to second grade school in its first year. As a new school, more patterns will be identified in the following years. As of this year there is very little information on how ELLs tested on native language tests in the past, but according to the NYSESLAT there is a lower number of ELLs in first and second grade compared to ELL in kindergarten, which may imply that ELLs are becoming more proficient in English as they move up a grade. We plan to administer more native language test in the future, in order to make more comparisons between language proficiency tests.

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

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

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

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

Tier I – Core Instruction in Literacy

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

Tier II – Targeted Small-Group Instruction Practices and Interventions

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

Tier III

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

Progress Monitoring

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

Pull-Out ESL Services

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

Integrated Instruction During the Differentiation Block

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

Students will also receive ESL instruction during morning meeting sessions each morning for 30 minutes, five times a week. The four modalities, reading, writing, listening and speaking will be addressed through whole class meetings, morning message, whole group games and conversations. The emphasis however will be on speaking and listening and provided ELLs with ample opportunities to interact with classmates and practice these skills within a safe and nurturing environment.

6. How do you make sure that a child's second language development is considered in instructional decisions?
Teachers meet every morning for 90 minutes to discuss students progress, vet lessons, share instructional material and plan targeted instruction based on the needs and demonstrated second language development of students. During this time, teacher teams may discuss considerations for children who are developing a second language with the ESL teacher on their team. Together teachers discuss effective ways to support ELLs and integrate the use of technology, visuals, differentiated instruction and activities, ESL strategies/methodologies, small group work, guided reading, writing, and math centers into their daily instruction. All instructional decisions are discussed and agreed upon as a team with the support of the ESL teacher and Master Teacher on each grade.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?

c. How are EPs performing on State and City Assessments?

a. EP students will be given the Fountas and Pinnell Spanish assessment and are continuously informally assessed in small guided reading groups. Oral language is informally assessed through interactions with the teacher, peer interactions and partnership/group work.

b. Fountas and Pinnell Sistema De Evaluacion De La Lectura Grados K-2/Niveles A-N will be used to evaluate the literacy skills in the second (target) language of our EP students in the Dual Language program beginning in January 2014. As a new school, we are currently in the beginning stages of identifying level of language proficiency in the second (target) language for our EP students in the Dual Language program. Daily conversations and interactions with Spanish speaking peers will also be used to assess the speaking and listening language proficiency in the second (target) language for EPs.

c. Currently the school does not have a testing grade because the school is a pre-k to 2nd grade school.

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

For the current year we will only use the Fountas and Pinnell and GoMath assessments to evaluate the success of the ELLs in our school. As our school grows we will begin identifying more appropriate ways to evaluate the success of our programs for ELLs and plan to make adjustments as needed to best meet the needs of each and everyone of our students.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

PS 274 is a new school that opened in September 2013. This school year, 2013, the school comprises of 4 kindergarten classes, 4 first grade classes and 4 second grade classes. PS274 is a phasing-in school where many of our students came from the phasing-out school housed in the same building. Many of our students arrived with HLIS forms already in their cumulative record folders. The certified ESL teachers, Mrs. Encarnacion and Ms. Moreno checked the HLIS forms for all incoming students. Eligible students were then administered the LAB-R within the first 10 days of the beginning of the school year (Day 1 from entering the school) by the Testing Coordinator/Master Teacher Ms. Shore. The Spanish speaking ESL teachers/coordinators Mrs. Encarnacion and Ms. Moreno administered the Spanish LAB as needed based on the LAB-R raw score results. In collaboration with the school principal, Mr. Gutierrez and the ESL teachers/coordinators, the entitled students were then placed in the program as per parental choice. Parent Orientations for all the families of possible ELLs were conducted in September. During the meetings, the parents learned about the available programs. They watched the NYC Department of Education Parent Orientation video in Spanish and in English (or in any other language that is available, as needed). A Question-and Answer session then took place, followed by the introduction and completion of the "Parent Survey and Program Select Form".

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

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

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

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

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

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

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

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

Parents then use the information provided in the Orientation and fill out a Parent Survey and Program Selection Form (given in the native language when available). If parents' first choice is a program that is not available at the school, the school provides parents with information regarding schools that do offer the program of choice. If parents decide to choose the program available at the school, a Placement Letter is sent home to parents describing their child's placement into the school's ESL Program.

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

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

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

The letter asks parents to return the Parent Survey and Program Selection Form by the date of Orientation -- typically scheduled for 1-2 days after LAB-R administration determines ELL service eligibility. If parents neither return the Parent Survey and Program Selection Form nor attend Parent Orientation, a second Entitlement Letter is sent inviting parents to come to an Orientation session. In

the case that parents do not respond to the second Entitlement Letter, a telephone call is made to parents, during which the program choices and placement procedures are discussed and parents can choose their desired program for their children.

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

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

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

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

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

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

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year. This will be the first year that our staff will administer the NYSESLAT. Our school will assure that all students that are reported on ATS reports (RLER and RLAT) as elegible for the NYSESLAT are administered the test starting on April 9th to May 16th, 2014. Each ESL teacher in each grade will be responsible for administrating the test. ESL teacher will administer the Speaking component of the test between April 9th to May 16th, 2014. The listening, reading and writing components will be administered May 5th through May 16th, 2014. Test administrators will prepare prior to administrating the test by ordering materials on-time to begin administrating test on April 9th, as well as reading the Directions for Administration, and the School Administrator's Manual. If test with large print need to be ordered to meet the needs of certain ELLs, the exact amount will be ordered. Tests will be administered in a testing environment and all ELLs will receive an unlimited time to complete the test. Reading, Writing, and Listening test will be administered first thing in the morning, in order to provide as much time as necessary for all ELLs to complete the NYSESLAT to the best of their ability.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.  This is the first year that PS 274 is in session and the only noticings that we have made, in regards to the Parent Survey and

Program selection from the beginning of the year are that majority of parents prefer to have their children in a monolingual setting with ESL services. Currently each of our grade teams includes one Bilingual/ESL teacher to service those students whose families have chosen to have their child in a monolingual class with ESL services.

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
- a. The organizational models of ESL instruction is by content rotations, where children will rotate to an ESL teacher and receive ESL instruction during interdisciplinary and reading instruction. The program models are same-grade, homogenous and heterogenous rotations. All students who are in the Freestanding Monolingual classes with ESL services and are entitled to 180 minutes or 360 minutes per week. They will receive more than necessary support because students will see an ELA teacher for at least 60 min each instructional day during content rotations and receive ESL support and native language support as needed from our Bilingual teachers.
- b. Kindergarten will begin to implement a dual-language model by also having content based rotations where they will provide both ESL support and native language support to current ELLs and emergent bilinguals. For example, during morning meeting, students will receive native language support and english dominate students will begin to be immersed into Spanish. Similarly,

the same will be done during interdisciplinary, with the goal to fully immerse students in both English and Spanish (50/50 model).

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

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

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

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

model and sentence prompts are also provided for ELLs to use when trying to articulate a thought.

6. How do you differentiate instruction for ELL subgroups?

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

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

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

c. We look at the NYSESLAT results and have a quick intervention, which is a sustained, ongoing and deliberate targeted plan for the Pre Long-Term ELLs to prevent them from becoming Long Term ELLs. The goal for Pre Long-Term ELLs is to reach proficiency. To meet that goal, in addition to receiving the ESL minutes mandated by CR Part 154, we do the following: A combination of classroom inquiry like assistance is offered to the Pre-Long ELLs to become proficient in the modality in question. The Pre Long-Term ELLs are provided with additional help in after school programs. The instruction is consisted of focused instruction in reading and writing. The Pre Long-Term ELLs also receive intervention in the areas of reading and math. The Pre Long-Term ELLs will also participate in the NYSESLAT test prep to acquire the skills needed to successfully reach proficiency in the NYSESLAT 2014.

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

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

We will serve our ELL-SWDs with ESL services and native language support, as per CR Part 154 and as mandated by their IEPs.

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

STRATEGIES USED BY TEACHERS OF ELLs-SWDs :

- Lessons are presented in various ways such as using music, field trips, cooperative learning and multimedia related to a student's cultural and social background.
- We also use schema building approach for academic literacy where ESL teacher of ELL- SWDs directs ELLs to preview the text

before the Read-Aloud or Shared Reading. The teacher walks through the pages noting titles, paragraphs, pictures/illustrations so that ELLs can start the reading task with a general sense and feel about the story as the teacher draws the students' attention to a more in dept analysis of the book.

- Shared reading and choral reading using various ESL methodologies are the central focus of the ESL program.
- Our school is using ReadyGen which provides cognets, which ELLs can use to transfer knowledge and make connections. GoMath and Foss Books (science) are available in both English and Spanish.
- Guided reading & writing; graphic organizers; modeling; small groups structured conversation; poem memorization; flash cards; spelling words incorporated into reading; conferencing; circling unknown words in reading material; labeling clasroom supplies/ objects in both languages; visual aids; using colors to distinquish parts of speech in modeling writing; Read Aloud, and facilitated discussions; Think Aloud; Writing Prompts.

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

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

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

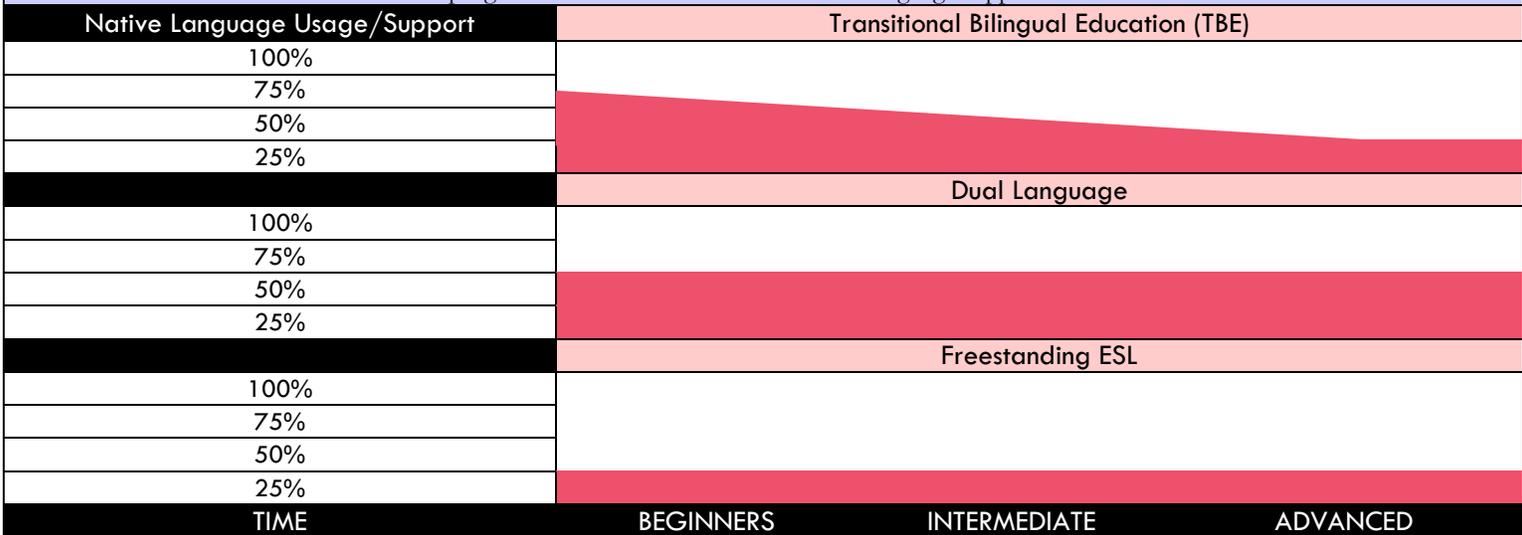
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

ELLs who are considered "at risk" receive extra assistance during the school day from the Master Teacher who is a skilled pedagogy in ELA, Math, Science, and Social Studies by "Push-In" and "Pull-Out" programs. For math students have access to Spanish materials and have at least one teacher that they can communicate with in Spanish in order to provide native language support. PS 274 also offers Saturday Academy for all ELLs and all teachers are responsible for working with the ELLs who accepted their invitation to Saturday Academy. During Saturday Academy students work in groups of 10-15 students and ELLs have been grouped together and assigned to an ESL teacher to work on reading, writing, speaking, and listening. In interdisciplinary the use of Spanish cognates are used to provide to ELLs native language support throughout the science and social studies units. In addition, we have a Spanish guided reading library available for the Dual-language program which is used during the school day and Saturday Academy for both teaching reading skills and content. Teachers strategically pick guided reading books that support what students are learning about in either ELA, math, and interdisciplinary.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

This is the first year of implementations, but we hope to increase oral language skills and hold our ELLs to high and realistic social and academic expectations.
11. What new programs or improvements will be considered for the upcoming school year?

We would like to have programs that involve both students and families participating in dual-language learning.
12. What programs/services for ELLs will be discontinued and why?

There are no programs that we are planning to discontinue at this moment because it is our first year. Future changes will be based on the outcomes of this 2013-14 school year.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

In general, ELLs participate in all activities along with other general education mainstream or bilingual students. All ELLs are encouraged and supported to participate in all school activities. All ELLs along with their general education peers are encouraged to benefit from library resources and are given books to take home on a daily basis. ELLs will have full access to the computer lab where they along with mainstream students engage in various activities using computers to do projects and write up reports, letters, etc. They are learning various skills in using computers. The ELLs are also entitled to test accommodation, and additional intervention support as needed.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

A review of the NYSESLAT and LAB-R data indicates that extra emphasis needs to be placed on writing, and reading skills. ELLs will continue to be instructed across a variety of genres. ELLs will also actively participate in all test prep enrichment programs in after school and on Saturdays when they are offered. ELLs along with general Education students will have access to classroom libraries in both English and Spanish. ELLs will also have ample opportunities to view videos related to their area of study and teachers will consistently use smart boards in their classrooms to support students of all ability levels. ELLs will have access to classroom computers to conduct research, complete interactive activities and actively learn about new topics of interest and current areas of study. ELLs participate in every project and program that others mainstream students are participating in.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

The use of the students' native language to support second language acquisition is an invaluable tool to help create a warm and caring learning environment. Although, instruction takes place in English in the ESL Program, efforts are made to use the students' native language to support them as they learn. In the Dual Language program native language instruction is provided and supported by the implementation and use of words walls, cognat wall, and visuals. Native language support is especially critical for newly arrived ELLs. Peer Buddy and peer tutoring are encouraged and used as immediate supportive tools for the newly arrived ELLs. Once the need is identified, the ELLs are encouraged to do their assignment and write in their native language as they are acquiring English or to become proficient bilinguals in both their native language and their second language (English). There are several teachers who speak Spanish at PS 274. Teachers also use glossaries in the child's native language to help make the academic content more comprehensible. We read books that are available in both English and Spanish, as well as have a bilingual library in the ESL classroom. In the ESL classroom, diversity is highly celebrated and it is utilized as a valuable tool to make children feel special and unique while they collaboratively learn in diverse settings. We help children acculturate in a smooth transition from

their native culture/language into the English world; assimilating with their peers in their new home.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
All materials, resources, and instruction are age/grade developmentally appropriate. The Dual Language and ESL teachers create heterogeneously mixed groups in an age and level-appropriate manner. For example, Beginner/Intermediate groups in the Freestanding ESL program may include students from different grades; however, those grades only span 3 contiguous grade levels at most. The Dual Language and ESL teachers are careful to use grade-appropriate resources and texts by using student reading levels to help select books for activities and create grade appropriate worksheets. There is a guided reading library at our school that is available to all teachers that is organized by levels and genres and with worksheets, in order to provide teachers with as many age and grade level appropriate materials.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
Unable to answer at this time because we do not know if we will have access to the school building before starting the school year.
18. What language electives are offered to ELLs?
Currently there are no electives offered to ELLs.
19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?
 - a. We plan for the target language to be used 50% of the time for EPs and ELLs in each grade.
 - b. EPs and ELLs are currently integrated during interdisciplinary and morning meetings. We plan to implement a 50/50 model where EPs and ELL are fully immersed in literacy and content in both English and Spanish.
 - c. Language is currently separated for instruction by time and by teacher.
 - d. The Dual Language model that will be used will mostly be unique to the teaching team and student population. We will primarily aim to have a self-contained rotating model where students will rotate between literacy and content specific teachers and be immersed 50/50 in Spanish and in English.
 - e. Both languages are taught at the same time.

C. Professional Development and Support for School Staff

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

1.

- Staff Development is available through our (3) Master Teachers and (3) Bilingual/ESL teachers who have been designated as our Bilingual/ESL Coordinators. Teachers will also participate NYC professional workshops and those provided by our CFN.
- Demonstration lessons are facilitated by our Master Teachers.
- In-house staff development consistently takes place during our 90 minute grade team meetings each morning, as well as during our monthly faculty conferences.
- We will continue to partner with our CFN and will continue to schedule professional development workshops when they are available.
- PS274 encourages our teachers to visit their peers' classrooms and to learn from each other through formal and informal inter-visitations, video taping of lessons, instructional rounds and scheduled reflection sessions.

2.

- Bilingual/ESL Coordinators and teachers meet once a month to plan for Inquiry Team objectives and to discuss best practices. This ongoing professional practice will allow teachers to take an in-depth look at strategies for assessing whether or not students are meeting grade level Common Core State Standards.
- Teachers participate in summer professional development sessions to unpack Common Core State Standards and plan Common Core aligned units of study that include ESL strategies and methodologies and make Common Core aligned learning accessible to all ELL students. PS 274 offers 2 weeks of professional development sessions allowing teacher teams by grade to develop and plan interdisciplinary units of study for the entire school year. Teachers also receive support and guidance from Master teachers as they prepare Reading, Writing and Phonics instruction using ReadyGen and math instruction using GoMath. All teachers also receive Common Core training in partnership with PS 770, The New American Academy's flagship school in Brooklyn, from Master Teacher and Common Core Fellow Elizabeth Deangelis. PS 274 believes that developing teachers and giving them opportunities to plan in teams during summer sessions makes our teachers better equipped to address Common Core State Standards throughout the school year and makes rigorous learning accessible to ELLs at all proficiency levels.
- Our second grade team of teachers also currently participates in instructional round facilitated by Kitty C. Boles, Senior Lecturer at Harvard Graduate School of Education and Vivian Troen, Senior Education Specialist at Brandeis University. Participating teachers identify problems of practice and explore different strategies to effectively support all students, including ELLs, in the classroom. Teachers participate in modeling of lessons, video taping and viewing of each others lessons and current practices, reflection about their current practices and through this reflection make commitments and set goals to improve teaching practice and implement new strategies to maximize student learning. It is our goal to have all grade teams participates in instructional rounds in the near future.

3.

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

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

4.

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

D. Parental Involvement

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

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

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

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: PS 274

School DBN: 09X274

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

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