



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):	32K274
School Name:	P.S. 274 KOSCIUSKO
Principal:	MARTIZA OLLIVIERRA

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: P.S. 274 School Number (DBN): 32K274
Grades Served: Pk-5
School Address: 800 Bushwick Avenue, Brooklyn, N.Y. 11221
Phone Number: (718) 574-0274 Fax: (718) 574-1059
School Contact Person: John Zuzeck Email Address: JZuzeck@schools.nyc.gov
Principal: Maritza Ollivierra
UFT Chapter Leader: Helene Loomis
Parents' Association President: Monica Barzola
SLT Chairperson: Michelle Cordero
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Monica Barzola
Student Representative(s): N/A

District Information

District: 32 Superintendent: Lillian Druck
Superintendent's Office Address: 797 Bushwick Avenue Room 300, Brooklyn, NY 11221
Superintendent's Email Address: LDruck@schools.nyc.gov
Phone Number: (718) 574-1100 Fax: (718) 574-1245

Borough Field Support Center (BFSC)

North Brooklyn
Borough Field Support
BFSC: Center Director: **Bernadette Fitzgerald**
131 Livingston Street,
Director's Office Address: Brooklyn, NY 11220
Director's Email Address: BFitzge2@schools.nyc.gov
Phone Number: 718-935-3954 Fax: (718)935-4456

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Maritza Ollivierra	*Principal or Designee	
Helene Loomis	*UFT Chapter Leader or Designee	
Monica Barzola	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
Monica Barzola	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Erica Laurenzano	Member/ Chairperson/Teacher	
Michael Clifford	Member/ Secretary	
Aimee Perez	Member/ Assistant Principal	
Diana Nieves	Member/ Parent Member	
Monica Barzola	Member/ Parent Member	
Cianne Everett	Member/ Parent Member	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Noemi Guzman	Member/ Parent Member	
Jenny Surita	Member/ Parent Member	
N/A	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students*.

The Framework for Great Schools and SCEP Development



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

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 Framework for Great Schools 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 (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

The Six Elements of the Framework for Great Schools

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.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Framework for Great Schools

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

NYSED’s Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

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

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

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

P.S. 274 is an elementary school that recently received a Quality Review in January 2015. We were rated "Well Developed" on indicators 2.2 (Assessment), 3.4 (High Expectations) and 4.2 (Teacher Teams and Leadership Development). We received "Proficient" ratings on indicators 1.1 (Curriculum) and 1.2 (Pedagogy). Based on the results of our 2014-15 NYC School Survey report our strengths were Collaborative Teachers and Trust. We scored at 97 and 100 percent for cultural awareness and inclusive classroom instruction. In the Trust category PS 274's parents and teachers responded above 95 percent. Developing Strong Family/Community ties was an area that PS 274 needs to continue to work on. While teacher outreach was scored at 95 percent, parental involvement was rated at 75 percent. P.S. 274 offers an engaging and challenging learning environment for its students. What makes P.S. 274 distinctive is the collegial climate between school leaders, staff, parents and students that results in a concerted effort to strive for the success of every student. School leaders and staff demonstrate their commitment to achieving this goal by working and planning collaboratively, meeting regularly and engaging each other in professional dialogue that focuses on improving student learning. P.S. 274 fosters academic success by exposing students to the Arts. Students participate in our chorus, Music & the Brain program, visual arts and dance. New teachers are welcomed and mentored by veteran teachers and school leaders, leading to greater staff stability. We have a diverse community with students coming from many countries including Puerto Rico, Ecuador, Mexico, Dominican Republic, China, Tibet and the Middle East.

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

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

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

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

- Video clips, data driven grouping of students, scaffolds and multiple entry points such as graphic organizers, manipulative materials, visuals, math boards and highlighters promote higher order thinking, as noted in partner talk and small group conversations when solving word problems in math and while working on science tasks. (QR 1.2)
- Teacher teams examine the standards below and above the grade level they teach. During an interview, teachers stated that this process helps them plan instruction that focuses on skills that students did not master in earlier grades

in order to close learning gaps in their current grade. For example, in grades Kindergarten to 2, teachers identified learning gaps in decoding skills which led to the use of readers to promote mastery of grade-level skills. (QR 4.2)

- Teacher teams engage in data analysis periods on a weekly basis to examine student work, review assessment data, and discuss instructional implications. During an interview, teachers stated that inquiry shares, collaborative learning walkthroughs and teacher-led committees provide opportunities for building instructional capacity and sharing classroom strategies to improve learning outcomes for students in the lowest third subgroup on each grade. (QR 4.2)
- Teacher teams use the Tuning Protocol from *The Power of Protocols* by Joseph McDonald, to examine student work. In examining student work in math, teacher teams identified deficiencies in the solution of multi-step word problems. They incorporate a problem of the day related to real life situations, during the beginning of the first period across all grades, in addition to their daily math lessons. (QR 4.2)
- Teacher teams deepen their work on student-to-student discourse by analyzing academic tasks to ensure they promote discussion and provide opportunities for students to justify their responses. For example, teacher teams incorporate academic tasks that require students to elaborate on the remarks of others, ask questions to check for understanding, explain their ideas and link their comments to the remarks of others. (QR 4.2)
- Teacher teams deepen their work on student-to-student discourse by analyzing academic tasks to ensure they promote discussion and provide opportunities for students to justify their responses. For example, teacher teams incorporate academic tasks that require students to elaborate on the remarks of others, ask questions to check for understanding, explain their ideas and link their comments to the remarks of others. (QR 4.2)
- Collaborative walkthroughs conducted by the vertical team focus on questioning, student discourse and engagement in the classrooms, and are tied to the elements of the Danielson Framework. (QR 3.4)
- Parents stated that they enjoy participating in the “Day in the Life” school-wide events conducted in the fall and spring. Families appreciate the opportunity to visit their children’s classrooms and learn about ways to support the school’s instructional focus. (QR 3.4)
- Monthly “Coffee with the Principal” sessions engage guest speakers from community based organizations, local organizations and other presenters from various agencies in presenting workshops on anti-bullying, college and career readiness, Common Core Learning Standards and other topics that support the school’s high expectations for student achievement. (QR 3.4)
- Parent workshops on *The Framework for Great Schools* communicated the model for school success and reinforced expectations connected to college and career readiness. In addition, parents stated that workshops on math and ELA inform them of grade specific expectations and help them understand their children’s progress in attaining grade benchmarks. (QR 3.4)
- During the 2014-2015 school year, our school initiated mentors for targeted chronically absent students. This initiative was highly successful, with 87.5% of targeted students making individual attendance gains as compared to the previous year. (Attendance Data)

The following areas were identified as areas for improvement:

- Lessons did not incorporate student choice to maximize learning and further engage students in topics that fully capture their interest. For example, higher performing students stated that when they finish assigned tasks before the end of the work period, they complete additional work from the “early finishers” folder or read a book while peers complete their work. (QR 1.2)

- In two early grade classes, time allocations for independent work did not provide ample opportunities for students to use academic vocabulary or engage in discussions with peers to increase their thinking skills. For example, students remained in the meeting area for an extended period of time while volunteers completed math exercises as the rest of the class observed. In another class, students waited for peers to complete assigned tasks before moving to small group activities. (QR 1.2)
- After assessing and prioritizing our current school needs, we have noted that 51% (15/29) of our SWD self-contained population are on track to be chronically absent for the current school year. We believe that this has negatively impacted instruction for these students and needs to be addressed in the 2015-2016 school year. (Tenet 5.5)
- Teaching strategies to foster higher order thinking were observed across classrooms. In two classrooms with groups of English language learners, teachers verbally explained academic tasks to beginner students in their native language. However, the tasks and additional resources were not available in the native language for students to refer to during independent work. (QR 1.2)
- Although we have had some success in addressing our instructional focus for the 2014-2015 school year, our Advance data indicates our need to deepen our work around questioning and discussion. With this in mind, we plan to improve the quality of questions, discussion techniques and student participation.
 - After assessing and prioritizing our current school needs, we have noted that on the 2013-14 School Survey, 12% of parents stated that our school does not communicate what parents and their children need to know to prepare for college, careers and success in life after high school. (Tenet 6.2/QR 3.4)

32K274 School Information Sheet

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

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Our Quality Review in 2014 indicated the following areas the school does well:</p> <ul style="list-style-type: none"> Video clips, data driven grouping of students, scaffolds and multiple entry points such as graphic organizers, manipulative materials, visuals, math boards and highlighters promote higher order thinking, as noted in partner talk and small group conversations when solving word problems in math and while working on science tasks. (QR 1.2) <p>Based on our analysis of our NYS ELA Assessment data for 2013-15 we have been able to substantially decrease the number of students performing at level 1.</p> <p>As per the 2014-15 Quality review, the following was identified as a focus area for our school:</p> <ul style="list-style-type: none"> Lessons did not incorporate student choice to maximize learning and further engage students in topics that fully capture their interest. For example, higher performing students stated that when they finish assigned tasks before the 		

end of the work period, they complete additional work from the “early finishers” folder or read a book while peers complete their work. (QR 1.2)

- In two early grade classes, time allocations for independent work did not provide ample opportunities for students to use academic vocabulary or engage in discussions with peers to increase their thinking skills. For example, students remained in the meeting area for an extended period of time while volunteers completed math exercises as the rest of the class observed. In another class, students waited for peers to complete assigned tasks before moving to small group activities. (QR 1.2) Based on our analysis of our NYS Math Assessment data our school aims to increase the number of students performing at level 3 or above.

With this in mind, we plan to improve student engagement that will lead to student ownership and high – level extensions for all learners. (QR 1.2)

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, school administration will conduct frequent cycles of observation, feedback and professional learning activities that will result in a 5% increase in observations being rated effective or higher in component 3C. Tenet 3.2 / QR 1.2)

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Professional learning will take place to provide teachers the tools to create plans that incorporate student choice into independent activities for all content areas.</p>	<p>Teachers</p>	<p>September 2015 – June 2016</p>	<p>Administration, and Teachers</p>
<p>Teacher teams will meet to research a variety of student resources to support content in all subject areas. These additional resources which include but are not limited to field experiences will be aligned to and included in unit plans.</p>	<p>Teachers</p>	<p>September 2015 – June 2016</p>	<p>Administration and Teachers</p>

Monday after school professional learning partnerships with other schools in order to share best practices around engaging students in project based learning that will fully capture their interest.	Teachers	September 2015 – June 2016	Administration and Teachers
Monitoring of time allocations for independent work by Administration to insure that students have ample opportunity to use academic vocabulary and engage in discussions with peers to increase their thinking skills.	Teachers	September 2015 – June 2016	Administration and Teachers
In order to address the unique needs of Students with Disabilities we will establish a cohort of teachers who meet bi-monthly to review student IEP goals and examine best practices.	Licensed Special Education Teachers	September 2015-June 2016	Administration and Teachers
ELL Cohort of teachers will meet bi-monthly to discuss ways to embed each of the modalities assessed on the NYSESLAT within their units of study.	ESL teachers and	September 2015-June 2016	Administrators and Teachers
Parent Coordinator will host workshops on the NYC School Accounts to support parents in accessing their children's academic and school data.	Parent Coordinator	September 2015-January 2016	Parent Coordinator
Parent Coordinator will host workshops on CCLS and the school's instructional focus to engage families and support their understanding of Rigorous Instruction and Common Core.	Parent Coordinator	September 2015- June 2016	Parent Coordinator

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Administration
- Teachers
- Coach
- Substitute Teachers
- Per session hours
- Purchase and facilitate the use of MyLibraryNYC to offer supplemental student resources in content areas.
- Cost of field experiences
- Common Prep Periods
- Advance Data

Part 4b. 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 SWP		Title I TA	X	P/F Set-aside		21 st Century	X	C4E
X	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

January 2015 Advance Data

Midyear goal of 3% increase in component 3C observation ratings.

Debriefing sessions after each walkthrough will result in developing next steps

Random lesson plan collection to look for rigor in independent work and student choice practice .

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>An area that we demonstrated as a strength for the 2014-2015 school year:</p> <ul style="list-style-type: none"> During the 2014-2015 school year, our school initiated mentors for targeted chronically absent students. This initiative was highly successful, with 87.5% of targeted students making individual attendance gains as compared to the previous year. <p>An area that we have identified as a need for the 2015-2016 school year:</p> <ul style="list-style-type: none"> After assessing and prioritizing our current school needs, we have noted that 51% (15/29) of our SWD self-contained population have been identified as chronically absent for the current school year. We believe that this has negatively impacted instruction for these students and needs to be addressed in the 2015-2016 school year. (Tenet 5.5) 		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be a minimum of 5% increase in average student attendance for identified chronically absent SWD students as indicated on school attendance ATS reports. (Tenet 5.5/QR 3.4)

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Several attendance mentors have been assigned to work with chronically absent students on every grade level, continuing with the successful pilot program started in the 2013-2014 school-years.</p>	<p>Targeted SWD Chronically absent Students</p>	<p>September 2015 – June 2016</p>	<p>Administration</p>

Targeted students will participate in weekly team building activities with attendance mentors to support them in meeting their weekly attendance goals.	Targeted SWD Chronically absent Students	September 2015 – June 2016	Administration
Parental outreach/involvement activities include initial and ongoing outreach and meetings for parents to include them in meeting attendance goals.	Targeted SWD Chronically absent Students Parents	September 2015 – June 2016	Administration, Family Worker and Parents
Monthly incentives are given to students attaining 100 percent attendance. Daily announcements are made promoting good attendance practices and celebrating classes with perfect attendance. Midyear (January) and culminating (June) attendance assemblies will be held to celebrate attendance achievements where parents will be invited to attend. Attendance committee comprised of teachers and administrators meet monthly to monitor and track all student attendance. The members conduct parent outreach and offer support. Social / emotional before school activities for these identified students.	Targeted SWD Chronically absent Students Targeted SWD Chronically absent Students Targeted SWD Chronically absent Students	September 2015 – June 2016 September 2015 – June 2016 September 2015 – June 2016	Administration, Family Worker Administration Administration, attendance worker, Guidance counselor Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> • Teachers

- Administrators
- Family Worker
- Materials for incentives, such as monthly 100% attendance charms/necklaces and 100% attendance certificates
- Parent Outreach Newsletter/ Invitations
- Weekly Team Building Activities, such as playing board games, sports and arts & crafts

Part 4b. 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 SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Midyear (January) 2016 attendance data. By January 2016 we will increase the average student attendance for chronically absent SWD students by 3%.

Weekly attendance data for targeted students

Monthly attendance reports

Midyear summary: We failed to meet our midyear goal. Mentoring efforts will continue for the remainder of the school year. Tangible incentives will be offered on a weekly basis to students making progress in the targeted subgroups. Continued parent outreach to targeted students by a designated staff member.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Our Quality Review in 2014 indicated the following areas the school does well:</p> <ul style="list-style-type: none"> Teacher teams examine the standards below and above the grade level they teach. During an interview, teachers stated that this process helps them plan instruction that focuses on skills that students did not master in earlier grades in order to close learning gaps in their current grade. For example, in grades Kindergarten to 2, teachers identified learning gaps in decoding skills which led to the use of readers to promote mastery of grade-level skills. (QR 4.2) <ul style="list-style-type: none"> Teacher teams engage in data analysis periods on a weekly basis to examine student work, review assessment data, and discuss instructional implications. During an interview, teachers stated that inquiry shares, collaborative learning walkthroughs and teacher-led committees provide opportunities for building instructional capacity and sharing classroom strategies to improve learning outcomes for students in the lowest third subgroup on each grade. (QR 4.2) Teacher teams use the Tuning Protocol from <i>The Power of Protocols</i> by Joseph McDonald, to examine student work. In examining student work in math, teacher teams identified deficiencies in the solution of multi-step word problems. They incorporate a problem of the day related to real life situations, during the beginning of the first period across all grades, in addition to their daily math lessons. (QR 4.2) 		

- Teacher teams deepen their work on student-to-student discourse by analyzing academic tasks to ensure they promote discussion and provide opportunities for students to justify their responses. For example, teacher teams incorporate academic tasks that require students to elaborate on the remarks of others, ask questions to check for understanding, explain their ideas and link their comments to the remarks of others. (QR 4.2)

As per the 2014-15 Quality review, the following was identified as a focus area for our school:

- Teaching strategies to foster higher order thinking were observed across classrooms. In two classrooms with groups of English language learners, teachers verbally explained academic tasks to beginner students in their native language. However, the tasks and additional resources were not available in the native language for students to refer to during independent work. (QR 1.2)

This school need is based upon Tenet 4.3

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of teachers in the ELL Collaborative Cohort will engage in an academic inquiry to examine the impact native language artifacts and resources’ have on student learning as measured by an in house created assessment that measures student progress on the two modalities assessed on the NYSESLAT . (Tenet 4.3/QR 4.2)

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>The use of one to one planning meetings will provide individualized professional learning support to specific teachers within the ELL Cohort. These meetings will involve a cycle of classroom observations and reflections for teachers.</p>	<p>ELL Cohort teachers</p>	<p>September 2015-June 2016</p>	<p>Administrators and coach</p>
<p>The ELL Cohort will plan lessons that embed opportunities for students to access academic tasks and resources in their native language.</p>	<p>ELL Cohort teachers ELL Cohort teachers</p>	<p>September 2015-June 2016 September 2015-June 2016</p>	<p>Administrators Administrators</p>
<p>Facilitate teacher inter-visitations in order to highlight and share best practices.</p>	<p>ELL Cohort teachers</p>	<p>September 2015-June 2016</p>	<p>Administrators</p>

Conduct formal and informal observations for each teacher in the cohort using components 1a, 1e, 3b, 3c and 3e of the Danielson rubric providing feedback to further the use of effective ELL strategies designed in the cohort.	ELL Cohort teachers	September 2015-June 2016	Administrators
ESL coordinator will host parent workshops to share our goals and school wide practices for working with ESL students as well as the expectations for the NYSESLAT.	ESL Coordinator	September 2015-June 2016	ESL Coordinator and Administrators

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • ELL Cohort teachers • Substitute teachers • Administration • Coach • Common prep periods • Per session opportunities • Teacher Team Protocols • The ESL Network – ESL.net- Website with numerous ESL web based resources • Professional literature: <ul style="list-style-type: none"> - Instructional Rounds in Education by Elizabeth A. City - The Power of Protocols by Joseph McDonald - Reading, Writing and Learning in ESL by Suzanne F. Peregoy 											

Part 4b. 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 SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- By January 2016, 100% of the ELL Collaborative Cohort will administer a mid-year benchmark to examine students progress on the two modalities (reading and writing) assessed on the NYSESLAT.

Danielson observation reports will be reviewed after each cycle of observations.

- Instructional rounds debriefing sessions will take place in order to develop next steps for teachers in the cohort.
 - Lesson plans will be reviewed to monitor applicable content.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>The following was reported as a strength in the 2014-2015 Quality Review:</p> <ul style="list-style-type: none"> Teacher teams deepen their work on student-to-student discourse by analyzing academic tasks to ensure they promote discussion and provide opportunities for students to justify their responses. For example, teacher teams incorporate academic tasks that require students to elaborate on the remarks of others, ask questions to check for understanding, explain their ideas and link their comments to the remarks of others. (QR 4.2) Collaborative walkthroughs conducted by the vertical team focus on questioning, student discourse and engagement in the classrooms, and are tied to the elements of the Danielson Framework. (QR 3.4) <p>An area that we have identified as a need for the 2015-2016 school year:</p> <ul style="list-style-type: none"> Although we have had some success in addressing our instructional focus for the 2014-2015 school year, our Advance data indicates our need to deepen our work around questioning and discussion. Analysis of the 2015 ELA and Math state assessment data indicates that our SWD students in grades 3 and 4 scored an average of 1.53 in ELA and 1.67 in Math. With this in mind, we plan to improve the quality of questions, discussion techniques and student participation for this subgroup. 		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, school administration will conduct frequent cycles of observation, feedback and professional learning activities that will result in a 5% increase in observations being rated effective or higher in component 3B. (Tenet 2.5 / QR 1.1)

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>School administrators and teacher teams will facilitate professional learning opportunities centered on student to student discourse</p>	<p>Teachers Teachers</p>	<p>September 2015 – June 2016 September 2015 – June 2016</p>	<p>Administration, Teachers, CITE Consultant Administration & Teachers</p>

<p>through articles, books, and a CITE consultant.</p> <p>Our schools 3B Cohort team will conduct a cycle of Collaborative Learning walkthroughs to strengthen teacher's practices on developing higher order thinking questions to promote genuine student to student discourse that deepens student understanding.</p>			
<p>School Administrators will provide differentiated professional learning opportunities for teachers consistently rated at or below Developing on observations.</p>	Teachers	September 2015 – June 2016	Administration & Teachers
<p>School Administration and Coach will facilitate focused and concise rounds of planning sessions with individual teachers creating lessons rich with opportunity for rigorous questioning and discussion.</p>	Teachers	September 2015 – June 2016	Administration & Teachers
<p>Differentiated professional learning will take place in which teachers will be grouped based upon Advance data for component 3B.</p>	Teachers	September 2015 – June 2016	Administration & Teachers
<p>Day in a Life events will be held twice a year and introduce parents to the school's instructional focus and strategies that parents can implement at home to support questioning and discussion.</p>	Parents	October 2015-June 2016	Administration, Teachers, Parents

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Administration
- Teachers
- Coach
- Substitute Teachers
- Materials, such as Enhancing Professional Practice, A Framework For Teaching by Charlotte Danielson and Teach Like a Champion by Doug Lemov.
- Advance Data
- Per session hours
- CITE Consultants

Part 4b. 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 SWP		Title I TA	X	P/F Set-aside		21 st Century	X	C4E
X	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

January 2015 Advance Data

Midyear goal of 3% increase in component 3B observation ratings.

Debriefing sessions after each walkthrough will result in developing next steps

Random lesson plan collection to look for rigorous questioning and discussion practices.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>The following was reported as a strength in the 2014-2015 Quality Review:</p> <ul style="list-style-type: none"> Parents stated that they enjoy participating in the “Day in the Life” school-wide events conducted in the fall and spring. Families appreciate the opportunity to visit their children’s classrooms and learn about ways to support the school’s instructional focus. (QR 3.4) Monthly “Coffee with the Principal” sessions engage guest speakers from community based organizations, local organizations and other presenters from various agencies in presenting workshops on anti-bullying, college and career readiness, Common Core Learning Standards and other topics that support the school’s high expectations for student achievement. (QR 3.4) Parent workshops on The Framework for Great Schools communicated the model for school success and reinforced expectations connected to college and career readiness. In addition, parents stated that workshops on math and ELA inform them of grade specific expectations and help them understand their children’s progress in attaining grade benchmarks. (QR 3.4) <ul style="list-style-type: none"> Based on the 2014-2015 School Survey Report, 95% of our teachers and 75% of our parents felt strongly that P.S. 274 creates strong family and community ties. 		

An area that we have identified as a need for the 2015-2016 school year:

- After assessing and prioritizing our current school needs, we have noted that on the 2013-14 School Survey, 12% of parents stated that our school does not communicate what parents and their children need to know to prepare for college, careers and success in life after high school. (Tenet 6.2/QR 3.4)

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be a 5% increase in favorable responses to the statement “My child’s school communicates to me and my child what we need to do to prepare for college, careers and success in life after high school.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Increase transparency of STEAM related events in order to convey how all isolated events and programs are related to the STEAM initiative, (eg. piano/dance recitals, classroom STEAM related celebrations, career day, college tours, middle school fair) preparing our students for college and career readiness.</p>	<p>Parents</p>	<p>September 2015-June 2016</p>	<p>Administration, Teachers</p>
<p>We will host a school wide STEAM Fair showcasing culminating science,</p>	<p>Parents</p>	<p>April 2016</p>	<p>Administration, Teachers</p>

technology, engineering, arts and mathematic based projects			
Partnership with STEAM related institutions. Preview any program partnerships with parents sharing rationale for partnership and expectations from partnership.	Parents	September 2015-June 2016	Administration, Teachers
Create a STEAM page on the school website and a "STEAM CORNER" on our monthly newsletter sharing information with parents.	Parents	September 2015-June 2016	Administration, Teachers
Host parent workshops that inform them of the purpose of each STEAM partnership program and how they align to achieving the common core.	Parents	September 2015-June 2016	Administration, ESL Coordinator, SWD Coordinator & arts educators

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
<ul style="list-style-type: none"> • Administration • Teachers • Coach • Substitute Teachers • Materials, such as our STEM Mobile Lab carts. • S.T.E.A.M. related partnerships with CBO's such as Salvadori, City Parks Foundation, Education in Dance and • Per session hours 										
Part 4b. 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 SWP		Title I TA	X	P/F Set-aside		21 st Century	C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- A midyear parent survey will be created and distributed in January 2016 with an expected 3% gain in favorable responses relating to the college and career readiness goal.

- DOE sponsored parent survey data will be analyzed with expected 5% growth of favorable parent responses relating to the survey question.

A midyear and end of year parent survey distributed in March 2016 and June will determine parents' favorable responses relating to how PS 274 prepares their child for college, career and life after PS 274.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Teacher Observation and Conference Notes Intermediate and Advanced Students as identified by the 2014 NYSESLAT Intermediate and Advanced Students as identified by the 2014 NYSESLAT Intermediate and Advanced Students as identified by the 2014 NYSESLAT Intermediate and Advanced Students as identified by the 2014 NYSESLAT Lowest third of the grade (K-5)	Guided Reading Repeated Readings Language Power (K ELLs) Story Starters with Legos (1 st grade ELLs) IReady Computer Program (2 nd grade ELLs) Reader's Theater (3 rd , 4 th grade ELLs) Non-Fiction Reading and Writing	Small Group One-to one conferences Small Group Small Group Small Group Small Group	During School After School After School After School After School
Mathematics	Teacher Observations and Quick Check Teacher Observations and Quick Check Lowest third of the grade (K-5)	Think Central Resources Go Math RTI Activities Grab and Go – Literature and Games	Small Group, One-to-One Small Group, One-to-One Small Group	During School During School After School
Science	Lowest third of the grade (K-5)	Reading and Writing across the Content	Small Group	After School
Social Studies	Lowest third of the grade (K-5)	Reading and Writing across the Content	Small Group	After School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	As per IEP Need Based	Counseling Support Crisis Intervention	Small Group, One-to-One Small Group, One-to-One	Weekly, as Needed As Needed

Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4]
- 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.
<p>In order to attract high-quality teachers, there are several strategies that we have implemented. Various recruitment methods have been used including T.R.Q., NYC Teaching Fellows program, outreach to colleges with accredited education programs and attending job fairs to search for qualified teachers to employ. In addition, staff members actively seek qualified personnel for recruitment.</p> <p>Another strategy we use is to begin the staffing process earlier (by implementing a staff survey (preference sheet) in the spring to identify possible vacancies for the upcoming school year in order to place current staff members in positions within their certification area.</p> <p>Workshops are offered with the assistance of the UFT for teachers devoted to certification and licensing requirements. Mentors are also assigned to new teachers to counsel and advise them to support them in implementing best instructional practices. Teachers of Tomorrow grants are offered to new teachers in our school in collaboration with the New York State Education Department.</p>

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
<p>Constituents of the school community (teachers, principals and paraprofessionals) attend various workshop offered by NYCDOE and in our professional learning sessions . In addition to these professional learning opportunities, the school designs workshops tailored to meet the needs of our teachers and students. The Instructional Coach/ lead teachers turnkey professional learning opportunities providing on-going support of implementation of research based strategies. Also, our Instructional Coach works closely with teacher teams and individual teachers to set professional goals and develop a support program. Some professional development strategies that are incorporated into the instructional support program by Administration are: reflection & self assessment conferences, observing experienced effective teachers, mentoring, peer coaching and analyzing student work</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

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).

N/A

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/information, early intervention services, etc.).

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 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> , section references where a related program activity has been described in this plan.	
			Column A	Column B

			Verify with an (X)	Section Reference(s)
Title I Part A (Basic)	Federal	609,487.00	x	13,16,19,22,25 Section 5: Needs Assessment, Annual Goals and Action Plans
Title I School Improvement 1003(a)	Federal	\$16,979	x	Section 5: Needs Assessment, Annual Goals and Action Plans
Title I Priority and Focus School Improvement Funds	Federal	\$120,163	x	13,16,19,22,25 Section 5: Needs Assessment, Annual Goals and Action Plans
Title II, Part A	Federal	118,646.00	x	13,22 Section 5: Needs Assessment, Annual Goals and Action Plans
Title III, Part A	Federal	13,172.00	x	
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,548,389.00	x	13,16,19,22,25 Section 5: Needs Assessment, Annual Goals and Action Plans

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:

- 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.
- 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:

- **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).
- **Title I School Improvement 1003(a):** To 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.
- **Title I Priority and Focus School Improvement Funding:** To support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **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 an 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.
- **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.
- **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:

- **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.
- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **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 have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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

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

Parent Involvement Policy (PIP)

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- 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.

School-Parent Compact (SPC)

P.S. 274, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic

achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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>Kosciuszko</u>	DBN: <u>32K274</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 type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>75</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 checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>5</u>
of certified ESL/Bilingual teachers: <u>4</u>
of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

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

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

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

English will be the language of instruction.

Four certified ESL/Bilingual teachers and one certified Visual Arts teacher will provide the supplemental instruction in alignment with the Common Core Standards and the Tri State Quality Rubric. For student support in writing, we will use the "Teach Me Writing Program" by Sanron Educational Enterprises, which includes the following scaffolds: graphic organizers, word banks, and sentence starters. This writing program was purchased with previous year's Title III funding. To support our kindergarten readers and writers we will purchase "Language Power" by Sharzer Associates. This program will build language proficiency using leveled books with high interest topics and strong visual support. For our first graders we will purchase "Story Starters" and "Story Visualizer software" from Lego Education. This is a hands-on learning tool that enhances reading, writing, speaking, and listening skills. By combining words and images the software helps students to present, share, and document their stories. For grade 2 we will purchase "i-Ready," which has three modular components (adaptive assessments, personalized learning & Intervention, and progress monitoring tools). For our advance ELLs in grades 3-5 we will be implementing a "Readers/Theater Program." A certified visual arts teacher and an ESL certified teacher will be co-teaching the program. In addition, "Carousel of Ideas" by Ballard Tighe will be incorporated to strengthen the listening, speaking, reading and writing skills of our ELLs. "Story Starters" by On the Mark Press will be used to engage students with detailed illustrations to spark their creative writing. Students will also utilize technology (SMART Board, lap tops, Elmo, iPad) for

Part B: Direct Instruction Supplemental Program Information

extra scaffolding in writing. To support the implementation and smooth running of the program, general supplies will be purchased (talking dictionaries, talking thesauruses, highlighters, writing journals, and colored pencils).

Part C: Professional Development

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

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

Begin description here: _

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

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

Professional Development will be offered to our teachers during Chancellor's Conference Day (November), PD's by DEELLS, lunch and learn, grade level conferences, and bi-monthly ESL Cohort meetings. The topics to be discussed this year will be as follows:

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

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

Part D: Parental Engagement Activities

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

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

Begin description here: _

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

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

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

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

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

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

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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) •	_____	_____

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.
•		
Purchased services •	-	— —

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.

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.

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.
Supplies and materials	<hr/> <hr/> <hr/> <hr/>	-

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.
•		

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.

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.
•		

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.
Educational	_____	_____

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.
Software (Object Code 199)		
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 32	Borough Brooklyn	School Number 274
School Name Kosciuzko		

B. Language Allocation Policy Team Composition

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

Principal Maritza Ollivierra	Assistant Principal Karen Minogue
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Vilma Molina, ENL Teacher	School Counselor type here
Teacher/Subject Area Yera Ha, ENL Teacher	Parent Monica Barzola
Teacher/Subject Area type here	Parent Coordinator Migdalia Surita
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent Lilian Druck	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	499	Total number of ELLs	105	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
---	--

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	0	0	0	0	0	0								0
Dual Language	0	0	0	0	0	0								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs		Newcomers (ELLs receiving service 0-3 years)		ELL Students with Disabilities	
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)		Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL					0		0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

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 _____	0	0	0	0	0	0								0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	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	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**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 is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
--	---

Freestanding English as a New 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	21	18	14	20	12	16								0
Chinese	0	0	0	0	0	0								0
Russian	0	0	0	0	0	0								0
Bengali	0	0	0	0	0	0								0
Urdu	0	0	0	0	0	0								0
Arabic	0	1	1	1	0	1								0
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other	0	0	0	0	0	0								0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	7	6	2	3	2	4								0
Emerging (Low Intermediate)	1	5	5	5	0	0								0
Transitioning (High Intermediate)	4	1	5	3	2	2								0
Expanding (Advanced)	9	7	3	10	8	11								0
Commanding (Proficient)	0	6	4	3	8	3								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0								0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	6	4	3	8	3								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	16	4	1	0	0
4	12	6	0	0	0
5	12	3	0	0	0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	17	2	2	1	1	0	0	0	0
4	11	0	5	0	3	0	0	0	0
5	6	1	6	0	3	0	0	0	0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	5	0	4	1	7	0	2	0	0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.

P.S. 274 uses the following assessments tools to assess the early literacy skills of our ELLs:

- Fountas & Pinnell Running Records
- ELA Benchmarks
- ENL Thematic Benchmarks
- MOSL

To assess reading fluency and comprehension, teachers of our ELLs periodically administer running records. Teachers then analyze the results in order to design specific instruction for individuals and small groups. This data revealed that our ELLs in the early childhood grades need more support in high frequency words, sentence length, sentence complexity, academic vocabulary, word repetition, and comprehension. To address these needs, teachers create guided reading groups to target specific literacy skills. In addition, teachers use Visual Thinking Strategies (VTS), a method initiated by teacher-facilitated discussions of art images, that is documented to have a cascading positive effect on students. It is perhaps the simplest way in which teachers and schools can provide students with key behaviors sought by Common Core Standards: thinking skills that become habitual and transfer from lesson to lesson, oral and written language literacy, visual literacy, and collaborative interactions among peers. VTS provides a way to jumpstart a process of learning to think deeply and it is applicable in most subjects from poetry to math to science and social studies. Based on the results of all these assessments and language needs, teachers develop instructional plans in order to promote academic success. Classroom teachers and the ENL Cohort continue to analyze the data every eight to ten weeks in order to ensure that students are meeting their short term goals and are on track to achieving their end of year goals.

- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Based on the NYSITELL and NYSESLAT results of 2015, the patterns vary across proficiency levels and grades. In Kindergarten, the majority of our ELLs scored at an Expanding level on the NYSITELL. On the NYSESLAT, the highest percentage of our 1st grade scored at an Expanding level. In grade 2 most ELLs scored at an Emerging level. In grades 3-4, most of our students scored at an Expanding level. The majority of our 5th graders scored at an Expanding level. While only 13% of all our

ELLs scored at a Commanding level last year.

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

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Our school uses information from the data analysis and AMAO estimator tool to focus on the progress our students make to achieve proficiency levels in all areas and to design effective instructional programs and/or interventions for specific subgroups of ELLs. We analyze the home language, grade level, years of service, ELA/Math performance and progress, NYSESLAT proficiency and progress, attendance, SIFE status, and disability classification. We also use the AMAO information to learn about students who exhibit risk factors so that we can tailor more timely and targeted interventions for at-risk populations before reaching a more critical level. Currently, the data reveals that we have nine ELLs that scored at the first quartile on the NYSESLAT for two or more years in a row.

4. For each program, answer the following:

- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- What is the school learning about ELLs from the periodic assessments? How is the home language used?

a. Certain patterns were noticed across proficiency levels and grades. Based on the NYSITELL data this year, the majority of ELLs in Kindergarten scored at 33% Entering and 38% Expanding. All students in grades 1 to 5 scored at an Entering level on the NYSITELL. The following are the findings of the 2015 NYSESLAT results: In 1st grade 31% scored at the Emerging level and 38% scored at Expanding. In second grade 68% of the students scored at Emerging and Transitioning levels. The trend in grades 3-5 was that the majority of students scored at the Expanding level. In grade 3, 50% of the students scored at the Expanding level. In grades 4 and 5, 67% of the students scored at Expanding level. The results also indicate that students taking assessments in their home language did not have an impact on their overall outcome.

b. The school leadership team and the ENL Teacher Cohort evaluates the success of our programs for ELLs by analyzing the overall performance of our students on the benchmark assessments. Assessment results are analyzed to help create individual action plans. ELL students still need additional support in acquiring academic language, reading strategies, providing text based evidence, and writing skills. We closely monitor how they develop academic and linguistic competence and begin to take charge of their learning.

We then continue our action plans with the cycle of planning, teaching, assessing, and analyzing. We also include daily language objectives across all content areas. We will continue to work on best practices to encourage them to think critically and to transfer their thoughts into their own writing. Every eight to ten weeks, we focus on one strand from the NYSESLAT starting with a pre-assessment benchmark. After the cohort reviews and analyzes the results, the teachers then form an 8-week action plan with specific strategies followed by a post test. Findings, questions and concerns are brought to the bi-monthly ENL cohort meetings where teachers share their ideas, action plans, evaluations, teaching practices, etc.

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

NY CR Part 154: We will adhere to the revised standards to ensure compliance is being met when it comes to ENL Instructional Time and Type of Instruction (Integrated, Stand-Alone, or Combination thereof).

Data from NYSESLAT will be used to determine continued entitlement of ELL services, progress in learning English, proficiency level, and number of units of ENL for the following school year.

We also use data collected from the Spanish LAB to support instructional planning in providing bilingual or ENL services.

RTI and AIS: For each English Language Learner who scores below specified levels of performance on the annual English Language Proficiency Assessment, we will determine the additional support services to provide the students, taking into consideration evidence such as:

- Number of years of instruction in a bilingual education setting or an English as a New Language program
- English and home language literacy
- Content area and social-emotional support needs of students with inconsistent/interrupted formal education (SIFE)

- . English and home language literacy needs of long-term ELLs
- Results on the annual English language proficiency exam
- . English as a New Language recommendation
- . Content area teacher recommendation
- Parent or guardian request
- Sample of student work in English and, if possible, in the home language

All support services are aligned to any intervention plan that the school is already providing to students.

All assessments are used to obtain detailed information about our students' strengths and needs in English language development and to serve as a resource to help plan individual and group instruction.

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

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

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

Paste response to questions here: At this time our school does not offer a dual language program.

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

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

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [*ELL Policy and Reference Guide*, ELL Identification](#) section.

The ELL identification process includes several steps:

1. Administer the Home Language Identification Survey

All parents and guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS) in the parents' preferred language. The home language is determined based on the results of the HLIS, which includes an interview with both the parent and student in English and the home language. Completed HLIS forms are placed in the student cumulative record. Our initial identification process is conducted by a certified trained pedagogue. Ms. Molina, ESL Coordinator and Ms. Ha, ESL Teacher are mainly responsible for administering the Home Language Identification Survey (HLIS) in English, Spanish, or Korean to determine the student's home language as part of the general intake procedure.

All potential ELLs are identified and tested within the first ten days of admission and placed in the appropriate program as per entitlement and parental selection. A student is considered to have a home language other than English when (1) one question on the HLIS part I: questions 1-4 indicates that the student uses language other than English, and (2) two questions on the HLIS part 1: questions 5-8 indicate that the student uses a language other than English. Such a student is considered to have a home language other than English. Therefore, the home language is determined based on a combination of the interview with the parent and student and responses to the questions on the HLIS. After interviewing the student in both English and the home language and reviewing students prior school work or age-and grade-appropriate, the school determines eligibility to take the NYSITELL.

2. NYSITELL eligibility for students entering school with IEPs (from within the United States) must be based on the determination of the Language Proficiency Team (LPT). The LPT is comprised of a school administrator (Ms. K. Minogue), a certified ENL teacher (Ms. V. Molina), special education teacher coordinator (Ms. P. Calder), and the student's parent or guardian. Based on the evidence, the LPT must make a determination as to whether the student may have second language acquisition needs or if the student's disability is a determinant factor affecting whether the student can demonstrate proficiency in English.

3. Administration of the NYSITELL

The school prints the NYSITELL answer documents and administers the test. Answer documents are scanned into ATS within 10 school days of enrollment.

4. Administering the Spanish LAB

All new entrants whose HLIS responses indicate a home language of Spanish and who are newly identified as ELLs based on NYSITELL results must be administered the Spanish LAB at the time of initial enrollment during the same 10 day testing window. After the Spanish LAB is administered, answer documents are scanned into ATS within 10 days of enrollment.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

To identify SIFE students, our school conducts an Oral Interview Questionnaire to determine whether a student has had two years of a scholastic gap within 30 days of student enrollment. If we determine that the student has at least two years less schooling than their peers, functions at least two years below expected grade level in reading and math, and may be preliterate in his/her native language, we administer the LENS (Literacy Evaluation for Newcomer SIFE). The LENS is a multilingual suite of diagnostics that informs teachers of the literacy and math skills that new students bring with them. The results of the LENS will offer educators detailed descriptions of a student's abilities in reading, vocabulary, and math.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

NYSITELL eligibility for students entering school with IEPs (from within the United States) must be based on the determination of the Language Proficiency Team (LPT). The LPT is comprised of a school administrator (Ms. K. Minogue), a certified ENL teacher (Ms. V. Molina), special education teacher coordinator (Ms. P. Calder), and the student's parent or guardian. A qualified interpreter or translator of the language or mode of communication the parent or guardian best understands must be present at each meeting of the LPT. Based on the evidence, the LPT must decide as to whether the student may have second language acquisition needs or if the student's disability is a determinant factor affecting the student's ability to demonstrate proficiency in English. The final decision is made by the superintendent or the superintendent's designee. They have 10 school days to accept or reject the LPT's recommendation. If the superintendent determines that the student must take the NYSITELL, the school has 5 additional school calendar days to administer the test and notify the parent or guardian.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

After NYSITELL exams are scanned and scores are determined, we send home the ELL entitlement letter informing parents of the programs available. Entitlement records are maintained in the ENL Coordinator's room in a separate binder allocated for each grade. All new entrants with a home language of Spanish who score below proficiency on the NYSITELL must be administered the Spanish LAB within the same period to determine language dominance for instructional planning.

For those students who, as a result of NYSITELL testing and scoring, are deemed to not be entitled to ENL services, a non-entitlement letter is sent to the parents within 5 school days.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Any student who has undergone the ELL identification process (as a result of first time entry or re-entry) may go through the ELL Re-identification Process. In the event that we encounter this situation, our school follows the established protocol which requires the review of the ELL status determination upon written request by the parent, guardian, or the student's teacher (if a written request from the parent or guardian is included). The Re-identification Process allows schools and parents who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. The ENL Coordinator, Ms. Molina, will conduct and review all of the documents related to the initial or reentry identification process and the student's work in English and in the home language. Based on the recommendation of the qualified personnel, the principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian. If the recommendation is to change the ELL status, the relevant documents and recommendation are sent to the superintendent for review and final decision. Written notification of the decision is sent

from the superintendent to the principal and the parent/guardian in the parent's preferred language within 10 days of receipt of documentation from the principal. All notifications and relevant documents must be kept in the student's cumulative folder and in the ENL Coordinator's office. If it is determined a student's ELL status is incorrect as a result of the re-identification process, the student will not be counted as an ELL for statistical or reporting needs.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

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

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

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

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

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

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. In the event that a Program Selection Form is not completed by the parent, the Transitional Bilingual Program will be assigned as the first choice as per CR Part 154.

9. Describe how your school ensures that placement parent notification letters are distributed.

After reviewing the Parent Survey and Program Selection Forms, students are placed in a program as per parental choice. Our ENL Coordinator sends placement letters home in the parent's preferred language to inform parents of the program their child has been placed in as per their selection. Ms. Molina maintains a record of these placement letters in her office.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). We keep a specific compliance binder located in Ms. Molina's office for ease of review with copies of all required documentation (e.g. HLIS, non-entitlement, entitlement, and placement letters). In addition, all ELL-related original documents are kept in the student's cumulative record.

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

We have an action plan to ensure that all students are present for the NYSESLAT. All students who have been identified as English Language Learners, including students with special needs, in grades K-5 are required to take the NYSESLAT every year to measure the English language proficiency. Ms. Molina, ENL Coordinator, obtains the RNMR, RLAT, and RETT reports from ATS to analyze and determine NYSESLAT eligibility status. The ENL cohort (Ms. Quiles, Ms. Arriaga, Ms. Coronati, Ms. Aguingaga, Ms. Rose, Ms. Spencer, Ms. Minogue, Ms. Ha, Ms. Molina) and the school testing coordinator (Ms. Perez) meet to analyze the data and make sure every child is checked for eligibility for the NYSESLAT.

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

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. After results of the assessment are received, entitlement letters along with the NYSESLAT report are sent home to notify and inform parents about whether or not the child is still entitled to receive language support in the following school year. Parents are also notified when their child reaches English Language Proficiency and of the continued two years of support services available to them. A copy of these letters is kept in Ms. Molina's office. Translation and interpretation services are offered to parents at every meeting by an on-site staff member.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

The program models at our school are aligned to parents' choice of program for their child. Based on parent's current selections, we did not have enough students to open a Spanish-Bilingual or a Dual-Language Program. Parents who selected these options were offered the transfer option. The parents were given a list of schools in the area that offered their first choice preference. Ultimately, these parents chose to place their child in the freestanding ENL program at P.S. 274.

According to the parent surveys and program selection forms, the majority of our parents requested a freestanding ENL placement this year. The trend over the last three years has shown that at least 67% of parents choose a freestanding ENL program. This year in Kindergarten, 10 parents selected an ENL Program, 6 parents chose a TBE program, and 6 chose a Dual Language Program. In 1st grade, 20 parents selected ENL, 5 parents selected TBE, and none selected a Dual Language Program. In 2nd grade, 18 parents selected ENL, 2 parents selected a TBE program, and 3 parents selected a Dual Language Program. At this time, we do not have significant numbers across two consecutive grades to open a bilingual class. As a result, students were placed in a Freestanding ENL Program. Our school will maintain detailed records of these parent surveys and program selection forms to provide us with valuable information when building alignment between parent choice and program offerings during the school year. The original program selection form is placed in the cumulative record of each individual child and a copy is kept in the ENL Coordinator's office.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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. Freestanding ENL program.

Our school provides our ELL population with programs and services mandated by CR Part 154 as per parental option. We have a push-in/pull-out program model in place this year. In Kindergarten through 5th grade we utilize the push in model and for students with special needs (ICT classes and self contained) we utilize both the push-in and the pull-out models. These programs use a balanced literacy approach including high quality instructional practices and ENL methodologies that facilitate academic excellence for our ELLs. These programs are also aligned to the Common Core Learning Standards for all curriculum areas. Students receive materials in English and their native language in math, science, and social studies to make content comprehensible and to enrich language development. In all classes, students have access to glossaries, technology, talking dictionaries and bi-lingual dictionaries in these subjects.

Our classes are heterogeneously grouped and are composed of students with varying levels of English proficiency and subject area expertise. In each class, students are grouped according to their proficiency levels and targeted with differentiated instruction within small groups. Across all grades, we have adopted the Team Teaching model where the classroom teacher and the ENL Coordinator plan together and co-teach during the ENL periods. For our students with disabilities, we use a push-in and pull-out program. Once a week, all ELLs receive an additional period of extra support from the ENL teachers to prepare them for the upcoming NYSESLAT.

- b. TBE program. *If applicable.*

Our school does not have this program at this time.

- c. DL program. *If applicable.*

Our school does not have this program at this time.

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

In grades K through 5, students receive mandated units of ENL instruction in accordance with the individual students' results on the NYSESLAT as required by Commissioner's Regulation Part 154 from the ENL Coordinator and ENL teachers. Each unit of instruction equals 50 minutes. ELLs at the Entering and Emerging levels will receive a total of 360 minutes of study per week, divided into a combination of Stand-Alone ENL and 1 unit of integrated ENL. ELLs at the Transitioning and Expanding levels will receive a total of 180 minutes per week, using the Integrated model. Students at the Commanding level will receive 5 units of study per week of Integrated ENL in ELA or content area, or other approved services for an additional 2 years.

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

In the event of opening a TBE program, instruction would be provided per the guidelines as stated on CR Part 154-2 (K-8) Transitional Bilingual Education Program.

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

All content areas are delivered in English using ENL methodologies and instructional strategies with language development support in the students' native language. We are currently using the focus programs NYC recommended: Ready Gen and Go Math. The Go Math materials are available in Spanish, which include reference books, student journals, and a technology component. The ENL teacher is providing content area support in Social Studies and Science according to CR Part 154 to meet students' needs. Teachers maintain a native language classroom library with age- and grade-appropriate books that reflect the current unit of study. Students are provided with bilingual dictionaries and glossaries, technology enrichment in the native language, and a buddy system to provide support for newcomers. Teachers with groups of ELLs who have a common native language organize collaborative tasks that target content and generate interactions in the native language among peers.

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

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

At this time we do not have a TBE/DL program. In the event that any of these programs are offered at our school, the guidelines will be followed according to CR-Part 154.

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

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

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

To determine ELL status we administer the New York State Identification Test for English Language Learners (NYSITELL). It is administered throughout the school year as necessary to all students entering grades K to 5. In the spring, we administer the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs. The NYSESLAT consists of 4 sections (listening, speaking, reading, and writing) all of which must be administered in order to generate a valid score and proficiency level/result. To ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year, our ENL cohort administers benchmarks assessments every eight weeks focusing on one modality for each benchmark. After each benchmark, the data is analyzed and an action plan is formulated based on areas of need. Small group instruction is provided to address the areas of need. A post-test is then administered to monitor progress and further scaffold instruction.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

When differentiated instruction is provided, particular consideration is given to all ELL subgroups. For each subgroup, we have identified an instructional plan for the year 2015-2016.

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

- Teachers incorporate more visuals into their lessons
- Pacing of lessons is modified to meet the students' individual needs
- Daily use of computers to link language to the content areas
- Students are exposed to culture through field experiences, and additional music and art classes
- Students receive the mandated units of ENL
- Students participate in Visual Thinking Strategy lessons to improve critical thinking and language skills through discussion of visual images
- Students are offered an opportunity to attend the Title III ELL After School Program (Wednesdays and Thursdays)

B. School Plan for Newcomers 0-3 years

- A newly arrived student is assigned to an adult mentor who acclimates him/her to the school environment
- A buddy student is selected as a peer tutor
- Each student is provided with a welcome packet, which includes word cards with visuals
- ENL coordinator contributes to the Monthly Parent Newsletter by offering suggestions on how parents can assist their children
- Students are offered the opportunity to attend the After School ELL Program (Wednesdays and Thursdays) to strengthen and enhance content vocabulary, further develop writing skills, and integrate technology
- Each student receives the mandated units of ENL
- Electronic talking dictionaries, glossaries, native language books, and technology are provided (Elmos, laptops, iPads, and

SMART Board)

- Differentiated instruction takes place for these students in all content areas based on their needs and strengths in language acquisition and conceptual development

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

- Analyze data and identify the causes for long-term status, then provide Academic Intervention Services (AIS) support in the areas of need
- Scaffold instruction to allow students a chance to apply their prior knowledge to improve comprehension
- Use content area vocabulary and maintain expectations for students to use it in all four language modalities
- Implement Depth of Knowledge questions to develop higher order thinking skills and questions
- Differentiate instruction in all content areas

D. Long-term ELLs (completed 6 years)

- Analyze data and identify the causes for long-term status, then provide RTI support in the areas of need by targeting focused lessons in reading and writing by using graphic organizers, paired instruction, small group instruction, and technology
- Administer ongoing assessments by all service providers so that educational plans can be continuously modified to meet the needs of each student.

E. We continue supporting our former ELLs for two years after they reach proficiency. We ensure that they receive extended time during all assessments throughout the year. In addition, they are offered the opportunity to participate in any available after school program.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

Between 6 to 12 months after the re-identification has been established, the school will review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with the ENL teacher, the parent/guardian, and the student. If the principal determines that the student may have been adversely affected, she must provide additional support services to the student as defined in CR Part 154-2 and may reverse the determination within this same 6-to-12 month period.

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

ELLs who have been identified as needing an Individual Education Plan or as a student with special needs will have an action plan designed by a team which includes the classroom teacher, the IEP teacher, and the ENL teacher. These instructional plans for students with disabilities will take into account the student's instructional goals, the language in which special education and services are delivered, and their challenges determined by the student's NYSESLAT or NYSITELL. ELLs with an IEP and ELLs who are also students with disabilities (SWD) receive accommodations as appropriate. These students are not exempt from the NYSESLAT, but may use the test modifications and accommodations as detailed on their IEP when taking the test. ELLs

with disabilities will receive the required units of ENL services specified in CR Part 154. The special education teacher, the IEP

teacher and the ENL teacher will communicate to align instruction to ensure the student's educational goals stated on the IEP are met in the least restrictive environment. All providers of ELLs use visuals, manipulatives and other concrete materials for all content areas. In addition, teachers will differentiate center activities and provide hands-on experiences allowing for student choice. During writing, students will be provided with writing frames (language patterns). Academic vocabulary will be enhanced through instruction strategies such as the use of realia and manipulatives. All assessments will be analyzed by this team and action plans will be revisited to address the student's next steps. These students will use the Common Core aligned "Ready Gen" and "Go Math" programs where students will receive daily language support and comprehension skills. These programs contain technology components to provide additional scaffolds.

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

The ENL teacher pulls out and services students in ICT classes with mandated ENL units. All ELL students and Students With Disabilities are offered a chance to participate in our after school programs which provides additional support through content lessons while addressing the proficiency needs of the students.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

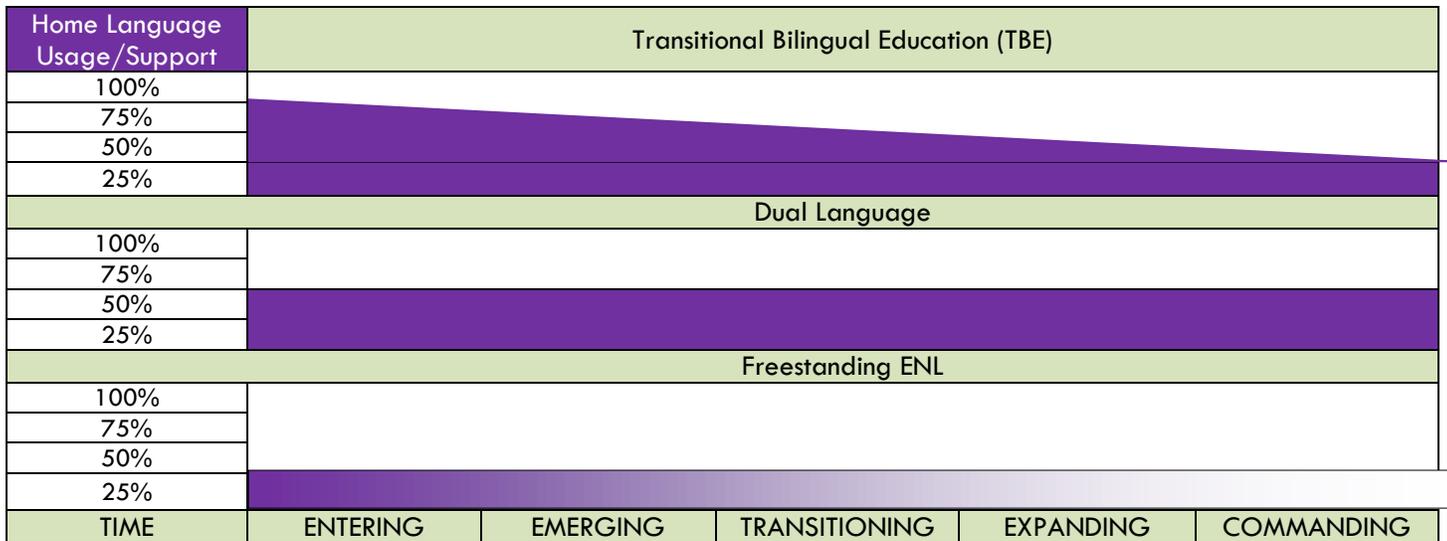


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Our ELL population is provided with a variety of intervention strategies across all content areas. We have purchased the Spanish version of the Go Math curriculum in order to meet the needs of those students who have just arrived to the country or those who still feel more comfortable using a text book in their native language. Teachers offer language development and support for Science and Social Studies in the native language when same language grouping is possible. Throughout the day, small group instruction is provided with a focus on student needs. To further enhance the Social Studies curriculum, all of our ELLs participate in Education In Dance which is an integrated arts enrichment program that provides a meaningful introduction and foundation in the arts for lifetime enhancement. This program stimulates creativity and intellectual growth while contributing to emotional and physical well-being. The arts are uniquely capable of providing rich opportunities for exploring creativity and encouraging positive self-image. The arts are essential to opening new insights to the world and enriching our lives. We believe that aesthetic literacy is as basic and essential as linguistic literacy. If the arts become central to each child's learning experience then parents, teachers, and schools will fulfill their obligation to educate the whole person. An ELL After School Academy is offered for ELLs in grades K-5. The purpose of the academy is writing across all content areas. This program will provide the students with the opportunity to enhance their prior knowledge and strengthen their vocabulary through hands-on visual arts projects and theatrical performances. The subgroups for the after school academy include: Kindergarten is Entering and Emerging; 1st and 2nd grade is Transitioning, Expanding, and Commanding; 3rd to 5th is Expanding.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development. Students are presented with ENL scaffolds for ELA, Math, Science, and Social Studies to prepare them to think critically and solve problems. Students are actively engaged in a standards-based curriculum that addresses all modalities. To ensure students are meeting their short and long term goals, teachers use a wide variety of assessments including chapter unit tests, benchmark assessments, projects, and daily exit slips. The ENL Cohort meets bi-monthly where they articulate about how the students are progressing by looking at students work in all content areas and what additional materials and information is needed to continue supporting the ELLs.
12. What new programs or improvements will be considered for the upcoming school year? This year, we will continue to use our Common Core aligned programs in reading and math. (Literacy: Ready Gen; Mathematics: Go Math!). In addition, we are in the process of implementing the Teachers College Writing program. Common planning sessions are built into our daily schedule to allow collaboration between ENL and monolingual teachers on each grade level. This time allows us to ensure that content area instruction is consistent and addresses the needs of our ELL students. Additionally, the ELL cohort now meets bi-monthly. This helps ENL teachers create an action plan each month focusing on creating an eight-week action plan addressing each modality. This cohort receives a variety of professional development sessions on ENL strategies and scaffolding to strengthen their instructional practices.
- In addition, our ENL teachers provides a weekly NYSESLAT preparation period for all ELLs. An eight-week cycle addresses each individual modality and prepares students for the upcoming NYSESLAT. In our After-School Academy, we will continue to incorporate the content academic vocabulary. This year, we will have new programs including Sounds in Motion, Storytelling with Legos, and Reader's Theater. We will continue to incorporate the Visual Thinking Strategies to strengthen students' oral and written language.
13. What programs/services for ELLs will be discontinued and why? No programs will be discontinued at this time.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building. All ELLs are afforded equal access to all school programs and they have equitable access to grade level curricula. Supplemental programs are as follows: ELL After School Academy (grades K-5); Salvadori Academy (grades 1-5); Tennis (grades 1-2); AIS After School K-5; Dance/Yoga)grades 1-5); Chorus (grades 3-5); Saturday Academy (grades 3-5); Spring Break Camp; ELA, Math, and Science (grades 2-5); Stem Initiative (grades 4-5); Brooklyn Arts Council (grade 3); Education in Dance (grades K-5); New Victory (grades K-5); City Parks (grade 4); Partnership with Suny Geneseo (grade 2); A+ Mobile Solutions (grades K-5); Cookshop (grades K-5); and Homework Helper (grades Pre-K-5). At the midpoint and culmination of each program parents are invited to participate in a family celebration.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary. A wide variety of instructional materials are used to support our ELL students. All classrooms and the ENL Lab are equipped with materials to support the development of language acquisition and content skills. ENL classroom libraries include books in the student's native language to support literacy development. Technology in the classrooms include: a SMART board, iPads, lap tops, printers, listening centers, talking dictionaries, and Elmo's to enhance the presentation of lessons, support student learning, and offer multiple entry points. Interactive smart board lessons are developed to engage ELLs across all grades and content areas. Audio

books are often used to help support struggling readers and newcomers. Video cameras will be used to enhance ENL listening and speaking strands.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

To provide home language support, our ELL classrooms have age-and-grade appropriate native language libraries, listening centers, computers, printers, Elmos and SMART Boards. In the ENL program, instruction is given entirely in English but native language support is given to scaffold the students as needed. Students are also provided with glossaries in their native language to help support the content, electronic dictionaries to support writing and comprehension, books in the native language to support literacy, peers who speak the native language to support second language acquisition, and teachers who speak the same native language. Our school library is equipped with a Bilingual Text Parent Library. These books will reinforce skills learned in school, such as reading aloud with fluency and comprehension. It is an important tool to keep parents involved in their child's education. The library also houses picture dictionaries and a Wordless Collection to increase the use of language when describing characters and events.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

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

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

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

19. What language electives are offered to ELLs?

We do not offer language electives at our elementary school.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

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

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Professional development and support for school staff (including administrators, teachers, paraprofessionals, the guidance counselor, the School Based Support Team, speech therapists, the secretary, occupational/physical therapists, and the Parent Coordinator) will be ongoing throughout the school year. Workshops will be offered periodically during the mandated Monday PD sessions and professional development days. Topics for these ELL workshops are as follows:
 - What is ENL Instruction? – strategies/methodologies (September 8, 2015)
 - Analyzing Assessments and our ELL Population (NYSITELL/NYSESLAT) (September 17, 2015)
 - Implementation of new CR Part 154 (November 3, 2015)
 - Helping ELLs Write Across all Content Areas (November 4, 2015)
 - Using Technology to Create Interactive Lessons to Engage ELLs (November 25, 2015)
 - Scaffolding Writing Lessons for ELLs (December 2015)
 - Developing Writing Rubrics (December 2015)
 - NYSABE Conference (March 2016)
 - Creating Sentence Stems and Language Objectives for MATH (January 2016)
 - Unpacking the new NYSESLAT & Implications for Instruction (November 3, 2015)
 - STEM for ELLs (three sessions, 1. October 26, 2015, other two dates TBD)

In addition, Our ENL/Bilingual teachers and administrators will attend the 39th Annual SABE Teacher Institute in the spring of 2016. They will be afforded the opportunity to participate actively in a wide variety of workshops and presentations on best pedagogical practices for bilingual and ENL learners. These teachers will turnkey the information they receive at the next grade level meeting.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
In addition to all the professional learnings listed above, teachers are afforded the opportunity to attend sessions offered by DELLS throughout the year.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
To help staff support our ENL students as they transition to middle school, our Guidance Counselor offers parent workshops on the middle school application process. We also take our fifth graders on a visit to neighborhood middle schools. In addition, our teachers, social worker, and Parent Coordinator support families in searching for a middle school and completing the application process. All 5th grade students participate in a workshop entitled "Transitioning to Middle School" presented by New York University.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [*ELL Policy and Reference Guide, Professional Development*](#) section.

We provide a minimum of 15% of the required professional learning hours for all teachers prescribed by CR Part 154.2 to address the needs of English language learners. These specific professional learning hours are dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs. For all bilingual and ENL teachers, we provide a minimum of 50% of the required professional development hours to language acquisition in alignment with Common Core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs. They learn to identify the approaches that are needed to adapt and modify the units of study so that ELLs can receive rigorous instruction and understand underlying concepts of each unit of study. These modifications include a focus on academic vocabulary, pre-teaching concepts, use of visual aids, and small group instruction. An agenda is created for every professional development session as well as a record of attendance. For accountability, a binder has been created to keep record of these activities in Ms. Molina's room. Individual teachers also have their own professional learning binders to ensure they meet all the mandated hours for maintaining certification.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Prior to the first parent teacher conference in November, classroom and ENL teachers schedule individual meetings with all parents of ELLs to discuss students progress and language development in all content areas. Interpretation and translation is offered as needed.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

Content area and ENL teachers will schedule annual meetings with the parents or guardians of English language learners to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. All letters and communication are translated into the parent's preferred language. A qualified translator in the language of communication the parent or guardian best understands will be designated to be present. Attendance will be recorded for every meeting.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. In addition, P.S. 274 provides support and technical assistance in planning and implementing effective parental involvement activities to improve student academic achievement and school performance

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

- Family Literacy night
- Family Math night
- Fall Festival
- Curriculum Night
- Day in a Life series
- Wellness Night
- Annual Open House
- Star Awards
- Transitioning to Middle School
- Understanding the CCLS series
- Understanding their child's results on the NYS, ELA/Math

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

- An active roll on the School Leadership Team
- Classroom celebrations
- Participation at PTA meetings
- Workshops for parents on topics such as The Common Core Standards and suggestions for activities that can enhance student achievement
- Participating in classroom and school wide celebrations
- Multicultural Celebration
- Visits from Brooklyn Public Library to provide onsite information and library card registration
- Coffee with the Principal and CBO partnerships
- Cookshop for Parents Series
- Field experiences

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

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? P.S. 274 enjoys collaboration with several community based organizations including NYU Early Childhood Latino Study, Cook Shop workshops for parents, The Coalition for Hispanic Family Services, City Harvest. These programs provide services and opportunities that address the academic, social, emotional and health needs of our community. The NYU Latino Study offers intervention strategies to families of Latino descent to ensure that students complete their formal education. Cook Shop for Families (workshops) confronts the challenges families face to find affordable and healthy foods. The Coalition for Hispanic Families offers family support with housing and foster care. Through Penny Harvest and City Harvest, our students learn about the importance of giving back to their community. Families donate food to City Harvest and their pennies to Penny Harvest for those less fortunate. The New York Psychotherapy and Counseling Center provide counseling for students and their families.

5. How do you evaluate the needs of the parents?

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

6. How do your parental involvement activities address the needs of the parents?

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

- Components of NYS ELA, NYS Math, NYS Science, and NYSESLAT examinations
- New York City School Account
- Community Based Organizations offering a wide variety of workshops on such topics as Bullying, Challenging Behaviors, and Parenting Skills Series.

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

- Parental access to laptops to access NY City School Account and school website
- Librarian maintains a lending library for parents in English and Spanish
- Parent Coordinator lends videos and CDs on a wide variety of topics

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

D. Additional Information

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

Paste response here:

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **32K274** School Name: **PS**
Superintendent: **L. Druck**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Analysis of our (RHLA) Home Language Report shows that 43.1 % of our parents require oral interpretation and written translation of school distributed materials in the following languages: Arabic, 1%; Bengali, less than 1%; Haitian-Creole, less than 1%.; Spanish, 41%; Tibetan, less than 1%.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

The following documents require translation: Curriculum Night, Notices of Parent-Teacher Conferences held in November, March and May; Monthly PTA meetings; Monthly Newsletters; Monthly Calendars; Notices of Special Events, Parental Consent forms; Invitations for AIS and Enrichment Programs; New York State Testing Dates, per the testing schedule.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

In order to foster a strong parent-school partnership, every Tuesday afternoon from September to June is devoted to teachers and support staff meeting with parents to discuss critical information about their children's education. A curriculum night is scheduled for September. Parent- Teacher Conferences are scheduled for November, March and May. Middle school application process for our 5th grade parents is offered in October by our Guidance Counselor. To improve our students attendance rate, our family worker, makes daily outreach to parents.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

To meet the identified needs, indicated in Part B, and in order to foster communication, P. S. 274 provides written translation of all notices and parent communication materials. P.S. 274 utilizes a portion of its translation allocation to fund a translation team. Our translation team provides written translation of all documents. If the translation team is unable to translate, documents are forwarded to the Translation and Interpretation Unit of the Department of Education. Another portion of the allocation is allotted to Blackboard Connects which translates our phone messages that are sent out and EChalk which translates our monthly newsletters.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Interpretation services will be provided by our Translation Team, outside vendors (EChalk, Blackboard Connects, DOE approved Test Translator) and over-the-phone interpreters via the Translation and Interpretation Unit. Our in-house Spanish translators include: Ms. Molina, ENL Coordinator, Ms. Robles, Guidance Counselor, Ms. Perez, Assistant Principal, Ms. Aquino, School Psychologist, and Ms. Surita, Parent Coordinator. Ms. Ha, ENL Teacher, is available for parents requiring Korean translation. Ms. Moussa, Education Assistant, is available for Arabic translation.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

To ensure that all staff member are aware of how to use translation service and the over-the-phone interpretation services the pertinent information will be placed in our school hand book of policies and procedures. Also, all staff members including safety agents will be given a Language Palm Card during the Professional Learning Day in September. A copy of the I-Speak card will be kept at the SSA desk in the main lobby as well as with the secretaries in the main office.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

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

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

The Parent Coordinator will gather feedback from parents on the quality and availability of services through conversations and parent surveys.