

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**09X274**

**School Name:**

**THE NEW AMERICAN ACADEMY AT ROBERTO CLEMENTE STATE PARK**

**Principal:**

**PEPE GUTIERREZ**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: The New American Academy School Number (DBN): 09X274  
Grades Served: Pre-K to 4<sup>th</sup> grades  
School Address: 275 Harlem River Park Bridge, Bronx, NY 10453  
Phone Number: 718 901 9703 Fax: 718 901 9708  
School Contact Person: Nicole Ickes Email Address: nickes@schools.nyc.gov  
Principal: Pepe E. Gutierrez  
UFT Chapter Leader: Renai Mason  
Parents' Association President: Shamika Gaines  
SLT Chairperson: Keisha Green  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Milagros Aponte  
Student Representative(s):  
\_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 9 Superintendent: Leticia Rodriguez-Rosario  
Superintendent's Office Address: 1245 Washington Avenue, Bronx, NY 10456  
Superintendent's Email Address: LRosario2@schools.nyc.gov  
Phone Number: 718 579 7143 Fax: \_\_\_\_\_

**Borough Field Support Center (BFSC)**

BFSC: Bronx Director: Jose Ruiz  
Director's Office Address: 1 Fordham Plaza, Bronx, NY 10458  
Director's Email Address: jruiz2Aschools.nyc.gov  
Phone Number: 718 828-7776 Fax: \_\_\_\_\_

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and 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)
Pepe E. Gutierrez	*Principal or Designee	
Renai Mason	*UFT Chapter Leader or Designee	
Shamika Gaines	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Milagros Aponte	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Anna Ramjit	CBO Representative, if applicable	
Sheena Coppin	Member/ Parent	
Emily Santiago	Member/Parent	
Chandelle Perrin	Member/Parent	
Keisha Green	Member/Staff	
Nicole Ickes	Member/Staff/Chair	
Ana Maria Beltran	Member/Staff	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Immacula Massena	Member/Parent	
Meghan Shore	Member/Staff	
Kissie Alexander	Member/ Parent	
Tonya George	Member/ Parent	
	Member/	
	Member/	

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

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the 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 CEP 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 Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement 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 two (2) to 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. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> 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.

## The Quality Review 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 also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 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 CEP 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:** 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 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether 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: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. 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.

PS 274, is an elementary school located in Community District 9 in the Bronx, NY comprised of grades Pre-K through 4th grade. Our mission statement is "to empower learners and inspire leaders to make this a better world."

PS 274 operates using an open classroom concept with a team teaching approach. Each grade is comprised of a cohort of 100-140 students who loop together with their teachers. Each cohort is led by a teaching team of 5 or 7 teachers, including an embedded Master Teacher who is charged with leading the team of adults and ensuring sound instructional practice for the students.

Each team meets daily for 90 minutes to collaborate, vet lessons, analyze student data, meet with parents, discuss students, plan curriculum, and view recorded lessons using the lens of instructional rounds. Additionally, each teacher team engages in 60 minutes of weekly reflective practice using a reflective protocol, which includes a meeting with a reflective practitioner every 6 weeks.

All new faculty members attend a 5 week summer professional learning series which includes a week at Harvard University to engage in learning around reflective listening and understand Myers-Briggs Personality Profiles.

Our school has partnered with SCAN NY to provide supplemental after school services for our students. Additionally, we have formed a partnership with Roberto Clemente State Park to utilize their facilities for our physical education classes.

Our instructional focus for the current year is to infuse writing across all content areas in order to achieve college and career readiness.

The challenges we face at PS 274 are: instruction that includes multiple entry points, and focuses on infusing writing across all content areas and is accessible for all learners, social emotional support for our students, as well as increased meaningful parent involvement. We are working on increasing our parent involvement by inviting parents in for Friday parent forums, curriculum celebrations, PTA functions, and by having an open door policy. PS 274 will work to improve the social emotional support we provide to our students through the addition of counselors through partnering with Counseling in Schools. Through reflecting on previous lessons and instruction, we have discovered that our teachers need more professional development on how to infuse writing across all content areas, including multiple entry points and adjusting the delivery of our instruction to meet the needs of all learners, as well as keeping the aim of the lesson focused. Our school became a Teachers College writing project school through the 100 school project.

**09X274 School Information Sheet**

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	509	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	124.6%	% Attendance Rate		87.3%	
% Free Lunch	94.6%	% Reduced Lunch		2.9%	
% Limited English Proficient	13.5%	% Students with Disabilities		16.4%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.0%	% Black or African American		37.8%	
% Hispanic or Latino	58.7%	% Asian or Native Hawaiian/Pacific Islander		N/A	
% White	1.9%	% Multi-Racial		0.6%	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	1.34	# of Assistant Principals (2014-15)		N/A	
# 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)		9.6%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		1.35	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Science Performance at levels 3 & 4 (4th Grade)	N/A	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			
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		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 Science (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				
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.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Based on data received from end-of-year MOSL assessments, students have shown growth in reading and math proficiency through our implementation of small-group instruction in conjunction with the school's coherent and engaging curriculum in ELA and Math, along with their six interdisciplinary units in Social Studies and Science, which offers opportunities for all students to engage in focused learning experiences aligned and connected to the Common Core Learning Standards (CCLS) that positively impact learning outcomes across grades and subjects. The school curricula is aligned to the schools’ key standards and provides varied challenges to afford students opportunities to acquire and apply knowledge, and skills to close the achievement gap and ensure all students are cognitively engaged. The school has made adjustments to curriculum maps in order to ensure that there is a focus on priority standards and concepts allowing for the school's consistency in implementing literacy and mathematics instructional shifts in all grades.

Although instruction is engaging and teacher pedagogy is strong, a majority of our students are still performing below grade level in reading according to end-of-year Fountas and Pinnell (67%) data for the 2014-2015 school-year. In order for our students to demonstrate academic growth, teachers need training on how to adjust and refine curriculum to meet the needs of all students and continued professional development to further improve their Writing pedagogy. Special Education students and English Language Learners are our priority subgroups.

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

By June 2016, the number of students reading at or above grade level will increase by 5% as measured by Fountas and Pinnell Reading Assessment in order to increase reading proficiency.

### Part 3 – Action Plan

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>1. Ready Gen, Teacher’s College and GO Math/Core Knowledge curriculum and lessons will be adjusted during weekly instructional team meetings in order to meet the needs of all learners. The notes from team meetings will be shared at parent forums in order to build trust and transparency across our school communities.</p>	<p>All students</p>	<p>09/2015-06/2016</p>	<p>Principal, Master Teacher, teachers</p>
<p>1. Academic Intervention will be used with small groups of students based on formative and summative assessments. The interventions are provided in small groups using Foundations, Words Their Way, Imagine Learning and LLI.</p> <p>In order to build transparency and trust across the school community, information concerning <u>academic intervention</u> is shared with parents at weekly parent forums, in weekly newsletters, at 1 on 1 meetings, and parent teacher conferences.</p>	<p>Students reading below grade level, SWD, ELL</p>	<p>09/2015-06/2016</p>	<p>Principal, Master Teacher, Teachers, AIS Teacher</p>
<p>1. Teachers will engage in professional learning cycles centered on the development of their skills in specific focus areas throughout the school year.</p>	<p>All teachers</p>	<p>09/2015-06/2016</p>	<p>Principal, Master Teacher, Partner Teachers</p>
<p>1. Students will be grouped in Universities in order to address specific targeted skills identified through formative and summative assessments. In order to build transparency and trust across the school community, data is shared with parents at 1 on 1 meetings and parent teacher conferences.</p> <p>We will conduct reading and writing parent workshops, host parent forums throughout the year to continue to build trust, engagement and involvement.</p>	<p>Students and parents</p>	<p>09/2015-06/2016</p>	<p>Principal, Master Teacher, Teachers</p>

**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.

o Instructional Materials to meet the needs of at risk students. e.g. Foundations, Words Their Way, Imagine Learning, and Leveled Literacy Intervention, Time allotted for Principals Forums, Time allotted for 1 on 1 parent meetings

o Teachers will receive differentiated professional development during the school day by master teachers, partner teachers and by the network/and or via per session as funding permits.

o Master Teachers, Teachers, Principal and Parent Coordinator will host literacy and math workshops, Time allotted for analyzing data in order to group students

**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		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		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 February 2016, the number of students reading at or above grade level will increase by 2.5% as measured by Fountas and Pinnell Reading Assessment in order to increase reading proficiency.

**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.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

The school has an intentionally designed daily schedule which allows all teams to spend ninety minutes each day working together on data review, lesson plans, classroom management, pedagogy, professional learning opportunities, and/or reflection. Intentional partnerships have been forged with the Harvard Graduate School of Education in order to support the school’s mission of being a “relationship driven learning organization.” Teachers also participate in six week Summer Training and Professional Learning Sessions at Harvard University to learn and apply effective collaborative skills. Scheduled, weekly reflection sessions also helps to strengthen the collaborative relationships amongst team members. The relationship approach to our school will be leveraged to increase student attendance in our school. The prior academic school-year our attendance was 88%.

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

By June 2016 there will be a 3% increase in student attendance in order to increase student achievement.

### Part 3 – Action Plan

<b>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:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Mentoring Attendance Plan developed with SLT to include parents to help boost attendance. The program assigns mentor adults to a set number of students on the chronic absenteeism list with the goal of having these particular students be in school as often as possible.	Students with chronic absenteeism	9/2015-6/2016	SLT
Teacher teams will meet using school wide protocol for prevention of absenteeism. It will include the creation of Attendance awards to be given monthly.	All Teachers	9/2015-6/2016	Master Teachers, Teacher Teams
ELT will create a school-wide attendance plan	All Teachers	9/2015-6/2016	Master Teachers, Teacher Teams

#### Part 4 – Budget and Resource Alignment

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Time allotted for 90 minute morning meeting, time allotted for individual teacher meetings with Principal and Master Teacher, time allotted for SLT planning of attendance outreach. Time allotted for attendance mentors											
<b>Part 4b.</b> 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		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

#### Part 5 – Progress Monitoring

<b>Part 5a.</b> 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 February 2016 there will be a 1.5% increase in student attendance in order to increase student achievement.
<b>Part 5b.</b> 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.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Based on feedback from teachers and feedback from the 2014-2015 Quality Review, our school leadership recognized that although our school does a good job delivering professional learning to the teachers on each grade level team, there is a need to create a comprehensive school-wide professional learning plan that meets the varied professional goals and different needs of teachers.

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

By June 2016, 100% of teachers will participate in monthly, self-selected, differentiated professional learning sessions offered by teachers and administration, in order to improve teacher pedagogy and impact student learning.

### Part 3 – Action Plan

<b>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:</b>	<b>Target Group(s) <i>Who will be targeted?</i></b>	<b>Timeline <i>What is the start and end date?</i></b>	<b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>			
Principal and Master Teachers (ELT-Educational Leadership Team) will meet individually with teachers for 2-on-1 meetings to discuss individual yearly professional goals based on last year’s classroom observations and Danielson Framework	All Teachers	9/2015-10/2015	Principal, Master Teachers, Classroom Teachers

ELT will survey teachers and create a custom school-wide PL series.	All Teachers	10/2015-06/2016	Principal, Master Teachers,
ELT will plan the school-wide PL series based on teacher input	All Teachers	9/2015-6/2016	ELT

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Time allotted for 90 minute morning meeting, time allotted for individual teacher meetings with Principal and Master Teacher, time allotted for planning of Professional Learning Cycles, funding for professional books, resources and materials.											
<b>Part 4b.</b> 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		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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 February 2016, 100% of teachers will participate in at least four of the planned-five self-selected, differentiated professional learning sessions offered by teachers and administration, in order to improve teacher pedagogy and impact student learning.
<b>Part 5b.</b> 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.

**Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Based on our 2014-2015 School Survey Report, 92% of teachers feel that there is inclusive principal leadership. 95 % of teachers feel there is program cohesion and 95% of teachers agree that the principal participates in instructional leadership. The present academic year, the educational leadership team with input from the teaching teams will develop a multi-year curriculum plan which includes decisions regarding curriculum track that will best serve our students population, both academically and emotionally.

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

By June 2016, the Educational Leadership Team (with a representative from each grade level team) will hold a minimum of 3 meetings per month from October 2015 to May 2016 in order to develop a cohesive school vision that promotes teacher development and student achievement.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>School leaders will develop a set schedule and reserve dates on the school calendar to includes 3 meetings per month with a specific agenda</p>	<p>All Teachers</p>	<p>10/2015 – 6/2016</p>	<p>Principal  Master Teachers</p>

School leaders will create an agenda which will include time to revise our program to improve clarity and cohesion, time for data review in order to plan professional learning opportunities and to monitor student progress in order to adjust plans			
School leaders will share data related to student progress and recommend interventions based on data review.	All Teachers	10/2015 – 6/2016	Principal Master Teachers
School leaders will share data related to teacher performance with staff and create professional learning opportunities based on the data	All Teachers	10/2015 – 6/2016	Principal Master Teachers
The Educational Leadership Team will set school-wide goals for professional learning, quality instruction and student progress.	All Teachers	10/2015 – 6/2016	Principal Master Teachers

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Time allotted 3 times a month for the Principal to meet with the Master Teachers, technology to share pertinent information such as student data or during professional learning, school-wide data tracking templates, resources necessary to hold professional learning sessions which may include technology, books, or facilitators.											
<b>Part 4b.</b> 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		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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 February 2016, the Educational Leadership Team (with a representative from each grade level team) will have attended a minimum of 3 meetings per month from October 2015 to February 2016 in order to develop a cohesive school vision that promotes teacher development and student achievement.
<b>Part 5b.</b> In <b>February 2016</b> , 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.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Based on the results from the 2014-2015 NYC School Survey 75% of parents say School Leadership promotes family and community involvement in the school. We are committed to increasing parent involvement and partnerships within our school community in order to improve student achievement.

### Part 2 – Annual Goal

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

By June 2016, the school will host 6 curriculum celebrations that showcase student learning in order to increase parent engagement in school activities as measured by the Parent Learning survey.

### Part 3 – Action Plan

<b>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:</b>	<b>Target Group(s) <i>Who will be targeted?</i></b>	<b>Timeline <i>What is the start and end date?</i></b>	<b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>			
Curricular celebration invitations will be sent home at least 2 weeks prior to event date.	All students and families	10/2015 – 06/2016	Master Teachers and Teacher Teams
Parent calendars and newsletters will include dates for curricular celebrations throughout the year.	All students and families	10/2015 – 06/2016	Master Teachers and Teacher Teams

During weekly team meetings, on Tuesdays, teachers will plan curricular celebrations and review data related to parent celebration.	All students and families	10/2015 – 06/2016	Master Teachers and Teacher Teams
Parent forums will be hosted every Friday and parent workshops will be hosted on a monthly basis. Topics for workshops will be selected based on parent feedback via our parent coordinator.	All students and families	10/2015 – 06/2016	Principal, Parent Coordinator, Master Teacher and Teacher Teams

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Resources, including but not limited to technology, for hosting curriculum celebrations											
Morning meeting time for teacher teams to plan curriculum celebrations											
Survey to determine the need and effectiveness of workshops provided for parents											
Books for parent book study											
Time and location allotted for weekly meeting with parents,											
Funding											
<b>Part 4b.</b> 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		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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 February 2016, the school will have hosted 3 curriculum celebrations that showcase student learning in order to increase parent engagement in school activities as measured by the Parent Learning survey.											
<b>Part 5b.</b> In <b>February 2016</b> , 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 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	F&P Running Records, Classroom assignments	Conferencing  close readings	Small Group	During school day  After School
<b>Mathematics</b>	End-of-Unit assessments  PBA	conferencing  projects	Small Group	During School Day  After School
<b>Science</b>	Project-based Assessments	Projects	Whole-class	During School
<b>Social Studies</b>	Project-based Assessment	Projects	Whole-class	During School
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Behavior profile,  Attendance,  Academic profile	Small Group/Individual Counseling,  Attendance outreach	Small Group and individual	During School

## 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.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
6-step hiring process for master teachers and teachers.
Each team is comprised by at least one special educator and a bilingual/ESL/TESOL teacher.
Each team is compromised by at least one SPED educator.

#### 2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Daily hour and a half of daily planning as a team (Master teacher plus four-six other teachers).
Daily mentoring/coaching and PL provided by master teachers.

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

#### 3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
Funding is targeted to all of our students. For example, we coordinate the use of Title I and TL monies to fund educators working with our highest need students. A portion of the funds were also set aside for books, supplies, computer hardware and uniform

**Part 4: SWP Schools Only**

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

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

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

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

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

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **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 Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	452,501.00	X	13, 15, 17, 19, 21
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00	X	13, 15, 17, 19, 21
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,360,244.00	X	13, 15, 17, 19, 21

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools

may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

- 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.

<sup>2</sup>The **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 Priority and Focus School Improvement Funding:** 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to 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 CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school’s policy.

Your school’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.

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**Parent Involvement Policy (PIP) Template**

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> 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) Template**

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

#### **I. School Responsibilities:**

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by 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 to 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.

<b>Part A: School Information</b>	
Name of School: <u>The New American Academy 274</u>	DBN: <u>09X274</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

<b>Part B: Direct Instruction Supplemental Program Information</b>
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>82</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <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>4</u>
# of certified ESL/Bilingual teachers: <u>4</u>
# of content area teachers: <u>0</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:                      At The New American Academy we offer dual language (English & Spanish) for students in Kindergarten, and ESL services for grades K-3. The supplemental program we plan to execute will be implemented after school, one day a week for two hours (Wednesdays from 3pm-5pm), and during our Saturday Academy that would run from 9-12(permit pending). There will be 12 after school sessions and 20 Saturday sessions. It will include a variety of components in order to cater to our students' individual levels and needs. We will plan hands on, exploratory content area activities, we will use Imagine Learning, a computer-based, individualized ELL support (which has been purchased already), and small group guided reading instruction. We plan to include NYSESLAT test-prep instruction as well that will improve the listening, speaking, reading and writing skills of our ELLs. For kindergarten, students will be supported in both English and in Spanish by two bilingual certified teachers. In grades 1-3, instruction will be delivered in English with an ESL approach by two bilingual/ESL certified teachers. All 4 of our ESL/ bilingual certified teachers will be present for the planning, preparation and delivering of instruction. Any common branch teachers who wish to participate will be welcomed. All teachers will be provided a common planning hour once a month for congruence. During this time the teachers will collaborate and plan instruction for the afterschool program. Materials included are laptops, interactive student journals, photos, posters, high quality materials that focus on language acquisition, listening, speaking, reading and writing skills, and provide support through ESL strategies ("realia"), etc. TNAA will be able to use other funding sources as needed to complement this program.

## Part C: Professional Development

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

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

Begin description here:                      We plan to prepare and host on-going professional development sessions that will cover instructional strategies to use with ELLs. As our model is inclusive and ELLs receive their services in the classroom, we feel it necessary that all teachers be trained in using teaching strategies for working with ELLs. These strategies will be shared during our morning meetings with each grade level team on an ongoing basis. Our ELL team will meet after school on a bi-weekly basis to discuss instructional strategies and student progress. Three of our professional development sessions will be extended PDs where specific ELL related topics will be covered. We have chosen to focus on intervention strategies for ELLs, dual language instruction (as we begin to implement a dual language program with kindergarten this year), and NYSESLAT expectations and preparation. Imagine Learning will be delivering a school-wide PD which will be made available to all teachers. This is one of our intervention strategies we are currently using with our ELL students. We also plan to turn-key a training on Spanish phonics instruction by Estrellita. Three bilingual certified teachers will attend the training and then offer it to all teachers. The third PD will be held school-wide, planned by our school ELL team and will cover NYSESLAT expectations and prep. This will ensure that teachers are using instructional strategies in the classroom that allow our ELL students to acquire the skills they need to be as successful

### Part C: Professional Development

as possible on the NYSESLAT. PD providers are all bilingual certified classroom teachers and they comprise the school ELL team as well.

### Part D: Parental Engagement Activities

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

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

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

### Part E: Budget

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"><li>• Per session</li><li>• Per diem</li></ul>	_____	_____
Purchased services <ul style="list-style-type: none"><li>• High quality staff and curriculum</li></ul>	_____	_____

**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.
development contracts.		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

**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 <b>09</b>	Borough <b>Bronx</b>	School Number <b>274</b>
School Name <b>The New American Academy</b>		

### 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 <b>Pepe Gutierrez</b>	Assistant Principal <b>N/A</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ENL (English as a New Language)/Bilingual Teacher <b>Natalie Gonzalez</b>	School Counselor <b>Ana Maria Rodriguez</b>
Teacher/Subject Area <b>Neil Friedman-ENL Teacher</b>	Parent
Teacher/Subject Area	Parent Coordinator <b>Cruz Barahona</b>
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent <b>Leticia Rodriguez-Rosario</b>	Other (Name and Title) <b>Christie Carmichael-Bilingual</b>

### 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	<b>5</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>2</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>2</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>4</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>0</b>	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]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>2</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>693</b>	Total number of ELLs	<b>122</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> 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 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

### 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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): <b>Spanish</b>
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 #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>	1	1												0
<b>Total</b>	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					
<b>All ELLs</b>	122	<b>Newcomers</b> (ELLs receiving service 0-3 years)	115	<b>ELL Students with Disabilities</b>	17
<b>SIFE</b>	1	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	7	<b>Long-Term</b> (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	
<b>TBE</b>										0
<b>DL</b>	47									0
<b>ENL</b>	68	1		7						0
<b>Total</b>	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
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	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	18	35	29	25															0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	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
<b>TOTAL</b>	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): <u>38</u>	Number of students who speak three or more languages: <u>0</u>
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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	4	12	20	14	16									0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic				1	1									0
Haitian														0
French	1			2										0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		2		1	2									0
<b>TOTAL</b>	<b>0</b>													

## 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
<b>Entering</b> (Beginning)	7	3	5	2	6									0
<b>Emerging</b> (Low Intermediate)	2	11	3	3	4									0
<b>Transitioning</b> (High Intermediate)	4	10	3	3	2									0
<b>Expanding</b> (Advanced)	9	16	9	9	6									0
<b>Commanding</b> (Proficient)			2	1	1									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

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	0	0	0										0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	8	5			0
4					0
5					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	11		3						0
4									0
5									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									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.  
 PS 274 uses Fountas and Pinnell and Santillana to assess the early literacy skills of our ELLs. The data provides us with insights about ELL students' letter and sound recognition, early literacy behaviors as well as their reading levels. The data allows us to create and differentiate lessons for our ELLs that best meet their literacy needs. This data also guides our differentiated instruction, small guided reading groups and RTI services for ELL students. In the ENL classrooms no literacy assessments are used in the native language. However we do use the Fountas and Pinnell Sistema De Evaluacion De La Lectura Grados K-2/Niveles A-N to evaluate the literacy skills of our students in the Dual Language program, as well as any Spanish dominant newcomers entering the ENL program. Students also complete writing performance assessments in their home language. (Narrative, informative, persuasive). As for math, assessments are provided in Spanish for students in the Dual Language program.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 According to NYSITELL and NYSESLAT results for 2014-15, the data patterns reveal that there are now a total of 19 ELLs in fourth grade, 17 in third grade, 20 ELL's in second grade, 43 in first grade and 23 ELLs in kindergarten. Due to the changes in the NYSESLAT, there was a low percentage of students who tested out across the grades. Generally, students progress in each of the listening and speaking modalities as they move up with each grade at a faster rate than they do in reading and writing. It is difficult to compare the data from the NYSESLAT in 2014 to the data in 2015 since the format of the state exam was changed so dramatically. Teachers had no idea of the format of the test until the day that it arrived in schools.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 P.S. 274 sets a goal of students advancing one proficiency level over two school years. If that is not possible then we seek to have students gain a total score gain of 43 points for students who do not move one proficiency level withing two years. In order to help our ELL students progress on the NYSESLAT we have hired an ENL teacher to work across multiple grade levels. This specialist will focus on helping students reach English language proficiency and check to make sure that newcomer ELLs can acclimate to school in the USA. Now that the NYSESLAT has been drastically altered to reflect grade level content, we are analyzing question types to ensure that our students progress from Entering to the Commanding level. Our school works hard to ensure that the social-emotional

needs of our students are met. In order for students to learn we must lower the affective filter and create a culture of acceptance toward new immigrants. P.S. 274 uses the AMAO to determine which grades will implement an ENL program model ( 2 nd , 3 rd , 4 th ) and which grades will begin to implement a dual language program model (K-1) due to higher enrollment of ELLs who tested at entering and emerging levels and whose home language is Spanish.

4. For each program, answer the following:
  - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?
    - a. PS 274 is a pre-k to fourth grade school. As a new school in its third year, significant patterns are yet to be identified. According to the NYSESLAT and NYSITELL there is a lower number of ELLs in second through fourth grade compared to ELLs in kindergarten and first grade, which may imply that ELLs are becoming more proficient in English year by year. Or maybe this change reflects the differences between the LAB-R and the NYSITELL. ELL's in kindergarten are fairing better or equal to English based on Fountas and Pinelle and Estrellita letter sound and sight word recognition.
    - b. Masters Teachers analyze data and are responsible for creating groupings and report their findings back to classroom teachers. As Masters Teachers they also provide push-in and pull-out support in order to maintain student progress. Teachers use the data to identify students at risk and to group students according to their needs for small group differentiated instruction.
    - c. PS 274 plans to use the ELLs Periodic Assessments as a way to track student progress and determine next steps, as far as academic and language goals for all ELLs. Home language surveys are used to collect data on whether ELLs have had any formal schooling in their native language and/or have some literacy background. Home language will also be used to gauge how much prior knowledge or instruction of math, science, or social studies concepts students have learned and retained in order to build upon that knowledge.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).] All ELLs are assessed using Fountas and Pinnell Benchmark Assessment System to determine literacy behaviors, abilities and reading levels. ELLs are then placed in grouping based on their level of literacy (Tier I, Tier II, Tier III). Our ELL students begin in Tier I and move into Tier II and Tier III grouping if they demonstrate a need for more targeted and intensive instruction and academic support. The extra support can occur in the classroom during differentiated small group instruction but may also take place in separate settings with supports and instruction being focused on specific learning targets based on students' individual needs.

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

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

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

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

students' abilities and needs. Stand alone ENL Services Students will receive half of their ENL instruction during Stand alone services by a certified ENL/Bilingual teacher. This service will be provided in a small group setting in addition to and outside of the core curriculum instruction block. These services will be provided for minimum of 30 minutes, three to five times a week.

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

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

6. How do you make sure that a student's new language development is considered in instructional decisions?  
Teachers meet every morning for 90 minutes to discuss students progress, vet lessons, share instructional material and plan targeted instruction based on the needs and demonstrated second language development of students. During this time, teacher teams may discuss considerations for children who are developing a second language with the ENL teacher on their team. Together teachers discuss effective ways to support ELLs and integrate the use of technology, visuals, differentiated instruction and activities, ENL strategies/methodologies, small group work, guided reading, writing, and math centers into their daily instruction. All instructional decisions are discussed and agreed upon as a team with the support of the ENL teacher and Master Teacher on each grade.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the 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?
  - a. EP students will be given the Fountas and Pinnell Spanish assessment and Estrellita assessment, as well as informally assessed in small guided reading groups. Oral language is informally assessed through interactions with the teacher, peer interactions and partnership/group work. Daily conversations and interactions with Spanish speaking peers will also be used to assess the speaking and listening language proficiency in the second (target) language for EPs.
  - b. Fountas and Pinnell Sistema De Evaluacion De La Lectura Grados K-2/Niveles A-N will be used to evaluate the literacy skills in the second (target) language of our EP students in the Dual Language program. The level of language proficiency in the target language for EP students in Kindergarten is currently 1 or 2 level below the dominant language, which is expected in the first year of being part of a DL program.
  - c. Currently there is not a Dual-Language testing grade because DL is only offered to Kindergarten and first grade students and will be offered in 2<sup>nd</sup> and 3<sup>rd</sup> grade starting in the Fall of 2016.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
We currently use the Fountas and Pinnell and Engage NY assessments to evaluate the success of ELLs in our school.

## 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.  
PS 274 is comprised of 4 Pre-K classes, 6 kindergarten classes, 6 first grade classes, 5 second grade classes, 5 third grade classes, and 4 fourth grade classes. PS274 is a phasing-in school where many of our students came from the phasing-out school housed in the same building. Many of our students arrived with HLIS forms already in their cumulative record folders. A certified pedagogue, including Ms. Carmichael, Mr. Friedman, and Ms. Gonzalez perform a home language identification survey when the student is enrolled. Both the parent and the student are interviewed. It consists of several questions, including student's school history, languages spoken at home, by relatives, what languages the child understands, speaks, reads, and writes. The second part of the interview covers instructional planning. The parent is asked about past language programs the child has participated in and they are also asked about their preferences for the language of instruction at P.S. 274. Parents are also asked their preferred language for

receiving information from the school. For students whose home language is anything other than English, are then administered the NYSITELL within the first 10 days of the beginning of the school year (Day 1 from entering the school) by a certified Bilingual or ESL teacher. The Spanish speaking Bilingual and ESL teachers/coordinators administered the Spanish LAB as needed based on the LAB-R raw score results. In collaboration with the school principal, Mr. Gutierrez and the ESL teachers/coordinators, the entitled students were then placed in the program as per parental choice. Parent Orientations for all the families of possible ELLs were conducted in September. During the meetings, the parents learned about the available programs. They watched the NYC Department of Education Parent Orientation video in Spanish and in English (or in any other language that is available, as needed). A Question-and Answer session then took place, followed by the introduction and completion of the "Parent Survey and Program Select Form". As the new school year progresses, all new families who come directly to PS274 are given a registration packet which includes the HLIS form in both English and Spanish (and other language as needed). The ESL teacher/coordinators and other trained pedagogues, and Mr. Gutierrez who are available at the time new families come to register, assist in completion of the HLIS. Informal oral interviews (in the native language as needed) are given by Mr. Friedman, ESL teacher/coordinator Ms. Gonzalez, ESL teacher/coordinator, Ms. Carmichael, ESL teacher/coordinator and Mr. Gutierrez, Principal. All formal initial assessments and placements continue to be made in collaboration with the principal and the ESL personnel. In the Spring of 2015, NYSESLAT will be administered to all eligible students as per the RLER and the current class lists (ROCL). The NYSESLAT will be administered by all the ESL teachers/coordinators listed previously.

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).

If there are indications during the ELL identification process that a student may have interrupted schooling, then the oral interview questionnaire is conducted. This is only for newly identified ELLs between grades three to nine that score at the entering or emerging level. The SIFE Oral Interview Questionnaire includes Personal and Language information, family and home background, education history, language and literacy practices, and some other questions based on student likes/interests. For students who speak Arabic, Bengali, Chinese, Haitian Creole or Spanish, then the LENS is utilized. Students are administered the Fountas & Pinelle assessment and asked to provide a writing sample in order to identify if the student has received any formal instruction. Based on assessments, the classroom teacher will interview the student and then the parents in regards to the degree of formal schooling or interrupted formal education that the student may have had. When SIFE students are identified, we analyze their data in order to identify specific needs and support them accordingly. When SIFE students are identified, we offer targeted intervention programs, either school hours or through after school programs. During school hours, we use a peer buddy system and small group activities so that the SIFE students can gradually begin to adapt to school culture.

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).

The director of special education, or school counselor Ms. Rodriguez would attend a meeting with the Master Teacher and/or assigned classroom teacher. The parent or guardian of the student would also be in attendance. Our school administrator, Pepe Gutierrez would be in attendance as well. If necessary, our school parent coordinator would also be available for interpretation. They will access SESIS to see if student has had an IEP prior to entering the school. If necessary modifications are necessary the Master Teacher and/or the classroom teacher will notify the necessary provider, if the provider has not yet notified the teacher. Within 20 days, the parents will be informed that they have 20 days to accept or reject the LPT recommendation. If accepted, the student would be placed in a program to receive appropriate ELL services.

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.

All correspondence between families and the school are available in both English and the parents preferred native language. The school keeps record of this in the home language survey completed when a child is enrolled in school. Copies of letters are filed in each student's separate file. Parents receive Entitlement letters informing them of their children's eligibility for LEP services immediately after a child's eligibility is determined. Entitlement letters, which list the child's score on the NYSITELL and explain how that score determines eligibility, are distributed to classroom teachers of entitled students. Classroom teachers then distribute the letters to the entitled students who take the letters home with them and parents also receive letters by certified mail. Parents have until the date of Orientation to return the letters to the ESL teachers. Direct contact information for the Certified ESL teachers (Ms. Carmichael, Ms. Moreno, Mrs. Valenzuela, Ms. Gonzales, Ms. Berlanga or Mrs. Encarnacion), the Parent Coordinator (Mrs. Barahona), and general school contact information is included in the letters. All letters are maintained in a secure file in the main office and ATS report (RLER) is used to determine NYSESLAT eligibility. Entitlement letters also include a Parent Survey and Program Selection Form as well as an invitation to an ELL Parent Orientation at the school. The letter is attached as per the NYC Department of Education Entitlement Letter wording and instructions.

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

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

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).

ENL teacher that conducts the Home Language Survey is responsible for notifying parents of their rights to appeal during the registration process. A letter is sent home in the parents native language. A copy is sent home and also kept in their file at school.

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.

After students are determined as eligible for ESL services through NYSITELL testing, we implement our outreach plan for educating parents about the three program choices available for ELL education within the NYC public school system. The personnel involved in Parent Orientation sessions for ELLs include the school's Parent Coordinator; the Certified Bilinugal teachers, ESL teachers and Dual Language teachers; the Master Teachers; on-site translators for Spanish Speakers; and we enlist services from the NYC Department of Education Translation and Interpretation Unit when a translator is not available on site. First, parents receive an Entitlement Letter which lists their child's score on the NYSITELL, how the score determines eligibility, and includes an invitation to an ELL Parent Orientation at the school and direct contact information for the Certified ESL teachers, the Parent Coordinator, and general school contact information. The Entitlement letter is sent as soon as a student is determined as eligible for ELL services, and the letter includes a Parent Survey and Program Selection Form as per the instructions on the Department of Education Entitlement Letter. The Parent Survey and Program Selection Form is to be returned to the ESL teachers at the time of Parent Orientation, which is held within 10 days of student admission to the school. Parents who attend the Parent Orientation receive a program brochure at the start of orientation (in the native language when available). Parents then view the NYC Department of Education's Orientation Video for Parents of English Language Learners. The video informs parents of the three choices available to them within the NYC Public school system (Dual Language, Transitional Bilingual, and Freestanding ESL Programs).

After viewing the video, a question-and-answer session is held between the ESL teachers and the parents, during which parents are able to ask questions about the information presented to them in the video and the best options for their children are re-iterated by the ESL teacher (Dual-Language Programs being the best option, Transitional Bilingual Programs being the next-best option, and Free-Standing ESL programs being the third best option as per research on ELL programs.) We inform parents that if their form is not returned, the default program would be bilingual for grades K-1, ESL for grades 2-4

As language programs become available, parents are informed during weekly parent forums with Mr. Gutierrez. Weekly newsletters are also sent home with every student; parents are informed of any new changes relevant to their grade within the weekly newsletter.

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 Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Parents are given a survey in their home language in order to help determine language programming for their child. Correspondence from there would continue in the parents preferred native language. Parents are also informed that if the school reaches the warranted number of students (15) in at least two contiguous grades speaking the same L1 and parents have chosen that program, the school will reach out to parents and provide such program for students.

Parents then use the information provided in the Orientation and fill out a Parent Survey and Program Selection Form (given in the native language when available). If parents' first choice is a program that is not available at the school, the school provides parents with information regarding schools that do offer the program of choice. If parents decide to choose the program available at the school, a Placement Letter is sent home to parents describing their child's placement into the school's ESL Program. Parent is also notified by letter of the program that their child is placed in, if a form is not returned in a timely manner. If the parent survey/Program selection form is not returned in a timely manner, the ELL coordinator (Neil Friedman) informs the parent coordinator contacts the parent. If the form is still not returned, then the student is placed in a bilingual program or in ENL/ESL.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Once a parent has completed the Parent Survey and Program Selection form the information is inputted into ATS and reports are printed on a weekly or bi-weekly basis, especially at the beginning of the school in order to identify any missing reports. If missing reports are flagged, the Parent Survey and Program Selection form is kept in the student's cumulative record. The ENL coordinator monitors the Parent Survey and Program Selection Form. The ENL coordinator (Neil Friedman) references the Home Language Questionnaire to determine the parents' language of choice. The ENL coordinator utilizes the Department of Education website to

access translated versions of the appropriate forms.

9. Describe how your school ensures that placement parent notification letters are distributed.  
Our school ensures that placement parent notification letter are distributed by providing a written notification (in the parents native language) to the classroom teacher to give to the parent at dismissal or by having the student put the letter in the backpack. A second copy is made and kept in the office and a third copy is mailed to the students home to the address on record.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
All original documents pertaining to ELLs are kept in the students' cumulative record. A copy of the HLIS is kept in the ELL HLIS binder Both the ENL coordinator (Neil Friedman), and parent coordinator monitor the documents for each child.
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.  
Our school will assure that all students that are reported on ATS reports (RLER and RLAT) as eligible for the NYSESLAT are administered, graded and submitted according to the start dates indicated in the NYSELAT memo. Each ESL teacher in each grade will be responsible for administrating and grading the test. Test administrators will prepare prior to administrating the test by ordering materials on-time, as well as reading the Directions for Administration, and the School Administrator's Manual. If test with large print need to be ordered to meet the needs of certain ELLs, the exact amount will be ordered. Tests will be administered in a testing environment and all ELLs will receive an unlimited time to complete the test. Reading, Writing, and Listening test will be administered first thing in the morning, in order to provide as much time as necessary for all ELLs to complete the NYSESLAT to the best of their ability.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
Our school ensures that placement parent notification letters are distributed by providing a written notification in the parents preferred language to the classroom teacher to give to the parent at dismissal or by having the student put the letter in the backpack. A second copy is made and kept in the office and a third copy is mailed to the student's home to the address on record. The ENL coordinator utilizes the Department of Education website to access translated versions of the appropriate forms.
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 Parent Survey and Program selection from 2013-14 indicated that at the beginning of the year the majority of parents prefer to have their children in a monolingual setting with ESL services. Although in 2014-15 there was at least 46 families that wanted their child enrolled in Dual-language, according to the Parent Survey and Program Selection form given to incoming kindergarten students. This resulted in creating two DL classes in kindergarten. The 2015-16 school projects an equal or more families that are interested in enrolling their child in DL kindergarten. Currently grades 1-3 indicate a preferences for selecting a Free Standing ESL. We have also noticed that some parents do favor dual-language models and as a new program at the school parents are interested in pursuing this option. Our Bilingual/ESL Coordinators are consistently working on developing a model that will meet the needs of our students and their families and fit our unique school vision. As a young school we are in the implementing stages of our dual-language program and the program will continue up the grades year by year. We have identified this as a good fit for our school based on the HILS, parent surveys and conversations with parents.

## 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.

PS274 has teachers who are dually certified in ESOL and common branch instruction. Those teachers can service the students on their own. We also have an integrated model utilizing two individually certified teachers. In these cases, the ESOL teacher and common branch teachers collaborate on lesson planning and assessment. The organizational models of ESL instruction is by integrated content rotations, where children will rotate to an ESL teacher and receive ESL instruction during interdisciplinary and reading instruction. The program models are same-grade, homogenous and heterogenous rotations. All students who are in the Freestanding Monolingual classes with ESL services and are entitled to 180 minutes or 360 minutes per week. They will receive more than necessary support because students will see an ELA teacher for at least 60 min each instructional day during content rotations and receive ESL support and native language support as needed from our Bilingual teachers.
  - b. TBE program. *If applicable.*

N/A
  - c. DL program. *If applicable.*

Kindergarten and First Grade dual-language model also rotates by content where they will provide both ESL support and native language support to current ELLs and emergent bilinguals. For example, during morning meeting, students will receive native language support and english dominate students will begin to be immersed into Spanish. The model is a 50/50 model where students receive instruction in English for five consecutive days and then instruction in Spanish for five consecutive ways.
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)?

The ELLs in our ENL program receive minutes according to the level determined by the NYSESLAT/NYSITELL. Our Entering students receive a minimum of 180 minutes in stand-alone ENL and 180 with an integrated model. Our Emerging students receive a minimum of 90 minutes of stand-alone ENL and at least 180 of integrated services. In total they receive 360 minutes. Our transitioning ELLs get either 90 minutes of stand-alone and 90 of integrated, or a full 180 minutes of integrated services. Expanding students receive 0 minutes of stand-alone and at least 180 of integrated ENL. Commanding students are serviced for 90 minutes with integrated ENL methodologies.

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

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

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

learning. The ESL teachers also take into consideration the students' learning styles: tactile, kinesthetic, visual, and auditory. Dual language teachers also utilize ESL methodologies and strategies as they teach their students in English and Spanish using a 50/50 model. All teachers are committed to advancing our ELLs in English proficiency and DL teachers are committed to advancing students in Spanish proficiency.

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

Dual language teachers use Sistema de evaluacion de la lectura by Fountas and Pinnell and Estrellita to evaluate native language proficiency and will administer a reading assessment at least three times a year or as necessary. In addition, specific Performance Based Tasks, Writing Assessments, and Math Assessments are always available in the students home language.

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

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

6. How do you differentiate instruction for 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

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

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

c. We look at the NYSESLAT results and have a quick intervention, which is a sustained, ongoing and deliberate targeted plan for the Pre Long-Term ELLs to prevent them from becoming Long Term ELLs. The goal for Pre Long-Term ELLs is to reach proficiency. To meet that goal, in addition to receiving the ESL minives mananted by CR Part154, we do the following: A combination of classroom inquiry like assistance is offerred to the Pre-Long ELLs to become proficient in the modality in

question. The Pre Long-Term ELLs are provided with additional help in after school programs. The instruction is consisted of focused instruction in reading and writing. The Pre Long-Term ELLs also receive intervention in the areas of reading and math. The Pre Long-Term ELLs will also participate in the NYSESLAT test prep to acquire the skills needed to successfully reach proficiency in the NYSESLAT 2015.

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

e. The plan for the former ELLs that pass the NYSESLAT is to continue to provide modified support through heterogenous activities and utilizing them as models for current ELLs, in order to instill leadership skills. In addition all former ELLs will receive time and a half when they are in a testing grade. Currently our school only consists of grades pre-k to 3rd. Although if our current ELLs pass the NYSESLAT this year (2014-2015), these will be our former ELLs for the 2015-2016 school year and therefore will be eligible for at least time and a half or double time.

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.

The reidentification process begins in Phase 1 when either a student's parent/guardian, a teacher, or a student who is 18 years of age or older delivers a written request to appeal ELL status or non-ELL status. The following process will follow. The school reviews all documents related to the initial or reentry. Next the school must review student work in English and the student's home language. Then the school administers the NYSITELL and consults with the parent or guardian. After that the school conducts a school-based assessment. After considering whether a disability is present, the principal makes a determination. The appeal then goes to the superintendent who must make a determination within 10 days. All documentation must be kept in the student's cumulative record. Phase 2 occurs between 6 and 12 months from when the superintendent made his/her determination. If it is decided that the determination effected the student in a negative manner, the principal has the perogative to reverse the decision pending approval from the superintendent.

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?

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

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

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

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?

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

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*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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(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. 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.

Chart

### 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	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

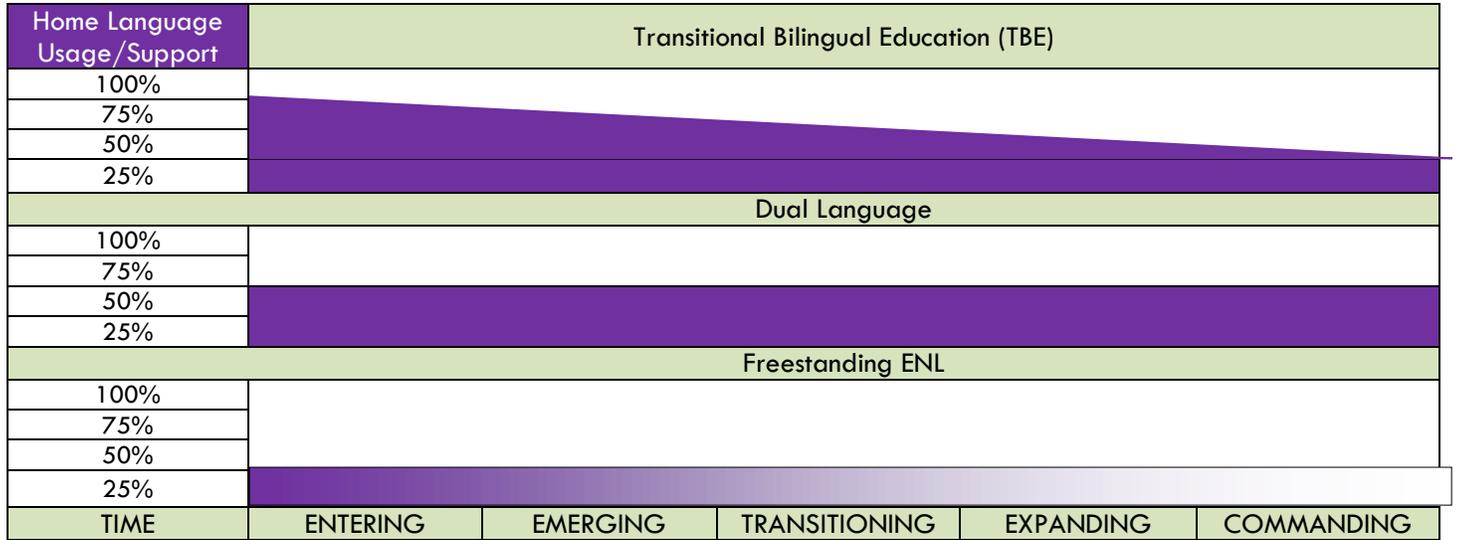


\*Note: “other approved services” does not apply to New York City at this time.

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 school currently has at least one ENL teacher in each grade that can provide intervention. Each team/grade is responsible for scheduling their own intervention program by scheduling a certain time in the day where all teachers are providing intervention, either through guided reading or targeted strategy groups. In addition each grade has a Master Teacher that is skilled providing intervention and working in small group intervention in both literacy and mathematics. In Math, GoMath is used in Spanish. In ELA, Estrellita is used. Fountas and Pinnell in Spanish is also used and running records are kept for each child. Depending on the content being covered, Spanish resources are compiled and/ or created by the ESL or bilingual teacher on the team. Data is kept on the Finally, our school has also provided after-school ELL enrichment to further target literacy, math, and core content areas through hands-on activities.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Our school is in it's second year of implementation and in-house we have noticed an increase in reading, writing, listening, and speaking during lessons and classroom activities.  
  
In addition, given that it is our second year, next year when we receive the students NYSESLAT scores we will be able to have a formal assessment of the effects of our current program.
12. What new programs or improvements will be considered for the upcoming school year?  
A specific program that is being considered involves provided parents of ELL workshops on activities they can do at home and learn alongside their child.  
  
The school is also planning to have an additional ENL teacher that can provided additional support to each grade. Additionally, the school will provide Dual-Language to kindergarten and first grade students.
13. What programs/services for ELLs will be discontinued and why?  
Currently, no programs will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
ELL's are always considered first for any after-school and supplemental services via mail, face-to-face, and phone communication. SCAN is an after school program offeres at our school and it is made available to all students, including ELLS. Most intervention provided is 'push-in' as opposed to pulling them out of the classroom. An after school enrichment program will be offered to ELL students. This will focus on conversation and life skills like cooking, shopping, etc. This will build on content covered in academic classes.
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.  
Our school has a membership with Imagine Learning that provides a fun and interactive way of learning English through technology. Every classroom teacher also has access to a smartboard that may be used for using visuals and other interactive games and activities to assist in the instruction of ELL's.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
In every grade there is a teacher that is bilingual (English/Spanish) and parents are invited to come to the classroom to support ELL's transition in an ENL program. In the DL program Spanish instruction is provided 50% of the time.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
At the end of the school year the principal ensures that required services/resources are ordered and follows up with each Master Teacher to guarantee that each grade level has the necessary resources and support staff.
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).  
Currently the school counselor, parent coordinator and leadership team are brainstorming ideas to welcome new families to the school, including parents of ELL's. Some ideas include an ice-cream social prior to starting school.
19. What language electives are offered to ELLs?  
Glven that we are currently a pre-k through 3 rd grade school there no language electives offered to ELL's.
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)?

a. Our model is a self-contained, by subject 50/50 model.

b. Core content areas are taught 50% in English and 50% in Spanish.

c. Our school uses blue for English and green for Spanish as instructional visuals for the separation of languages.

d. Both languages are taught at the same time. For example, in kindergarten instruction is given in Spanish for 5 consecutive days and then in English for 5 consecutive days.

## 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 topics for secretaries and administrators include ELL identification, Parent Notification and Information, Organizing ELL records, and Differentiating between the different ELL designations, commonly used ATS reports. For content area teachers, topics include Effective Strategies for Teaching Reading, Effective Strategies for teaching math, Common problems for newly admitted ELLs, and helping ELLs exit ELL services. CAL Solutions has been primarily how ELL personnel has received professional development at the school. ELL teachers are highly encouraged to seek and research other professional development workshops that meet their specific needs that are offered by the office of ELLs or other offices.
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?  
Teacher teams meet everyday for ninety minutes for professional development centered on differentiating instruction to meet the needs of all learners including ELLs. This includes many ENL and Bilingual Education teachers. This constant professional development ensures that each grade level in the school can align with the Common Core learning standards for all content areas. Since teacher teams loop up with students and teach a new grade level each year, we have opportunities for weekend Professional Development for teachers to share strategies used when they taught the grade last. Currently, bilingual teachers are also receiving professional development and support from Estrellita for reading in Spanish in kindergarten.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Currently, we do not have to assist ELL's as they transition from elementary to middle school because none of our students are going to middle school yet. Our school counselor, Ms. Rodriguez will be receiving PD in order to help our school prepare to send students from 5<sup>th</sup> grade on to middle school. As of yet, we only have students through 4<sup>th</sup> grade for the 2015-2016 school year. For the 2016-2017 school year, we will provide support to staff with the following PD; Secondary School study techniques, How to make friends and maintain your identity.
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.  
Our school provides PD to all teachers that addresses the needs of ELLs. Each grade level team has a 90 minute meeting each morning to cover PD topics. Each team devotes one or more days each week to PD related to ELLs. The topics include language acquisition, best practices for co-teaching, integrating language and content instruction for ELLs. Activities include analyzing video taped lessons, researching various co-teaching models, and role-playing situations faced by ELLs. For dual language bilingual teachers, additional PD is offered in the beginning and at the end of each year. Records for professional development activities are kept by the master teacher for each grade and by the office staff.

### 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?

Our school is in the brainstorming stage of finding better ways to communicate with parents of ELL's knowing that we need to grow in this area. Currently, we primarily use the annual individual meetings with parents of ELL occur during mandated parent orientation meetings and DOE-scheduled parent-teacher conferences. However, classroom teachers and/or Master Teachers of ELL's will schedule meetings throughout the year on a need-base. Many Spanish-speaking staff members are able to translate for parents during these individual meetings. This includes teachers, paraprofessionals, the parent coordinator, and secretarial staff. The school uses DOE resources for languages not spoken by staff members. \*\*\*\*\* The following answer is in reference to question #2 below, there is no way to type in the field below. #2 PS 274 meets individually with the parents of ELLs on an annual basis. During these meetings we discuss the child's language development as well as the child's progress on language proficiency assessments. When applicable, we invite other professionals to these meetings. If an interpreter is necessary we provide one. Records of this meeting are kept in the student's cumulative record. We also attempt to meet the needs of parents by inviting them for in person meetings and by sending newsletters home.

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.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.  
Our school offers an after-school ELL enrichment program where only ELL parents are invited at the end of the program to attend a literacy workshop to help their child learn English as a new language. ELL of all grade levels are invited to attend. In addition, our school does an annual literacy night where ELL parents are specifically targeted, although it is a whole school event. Many Spanish-speaking staff members are able to translate for parents during these individual activities. This includes teachers, paraprofessionals, the parent coordinator, and secretarial staff. The school uses DOE resources for languages not spoken by staff members. Our parent coordinator welcomes ELL students and their parents every morning to find out about any issues. Ms Barahona works closely to predict any problems which may lead parents to transfer students and try to find solutions so that the students can stay in our community. We encourage parents of ELLs to volunteer in the classroom, cafeteria, and to attend curriculum celebrations just like the parents of non-ELL students. This way the parents of ELLs can become a part of our learning community. Our parent coordinator is always on site to translate during these events.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
Currently, our school does not partner with other agencies or Community Based Organization to provide workshops or services of ELL parents. However, our parent coordinator is working closely with our new ELL coordinator to identify organizations which may match our goals for collaboration. The Bronx MUseum for the Arts is one CBO that we would like to partner with. This CBO is located on Grand Concourse. In addition we would like to partner with a local branch of the New York City Public Library. The branch located at 2150 University Avenue (at 181st St.) is a potential location to work with. We anticipate working with parents on English courses and workshops on practical job search strategies.
5. How do you evaluate the needs of the parents?  
Our parent coordinator works closely with parents and assesses needs with a weekly meeting with parents. This meeting affords the parents of ELLs to voice their opinions, share needs, and give ideas. Topics range from school uniform, early dismissal procedures, and acclimating to life in the US. The Board of Education survey is a tool we use to determine parent priorities as well. The parent coordinator meets with parents to determine if translation and tutoring services are needed and to recommend ESL/ENL language programs. Through our literacy night and parent workshops on teaching literacy and math through fun activities and inquiring with parents on the successes of implementing specific activities at home. Many Spanish-speaking staff members are able to translate for parents in order to determine these needs. This includes teachers, paraprofessionals, the parent coordinator, and secretarial staff. The school uses DOE resources for languages not spoken by staff members.
6. How do your parental involvement activities address the needs of the parents?  
During the aforementioned weekly organizational meetings, parents of ELLs have an opportunity to discover how our school runs. This addresses the needs of the parents by giving them a forum to speak on school issues. We also strive to help parents who are living in shelters with our students. We provide school supplies, uniforms, bussing, and funding for school trips so that our students and their parents do not feel left out. For our parents who are also learning English as a second language we provide basic literacy activities. For parents who have acquired English we provide activities that will help their child increase their literacy, as well as content specific knowledge. Many Spanish-speaking staff members are able to translate for parents during these activities. This includes teachers, paraprofessionals, the parent coordinator, and secretarial staff. The school uses DOE resources for languages not spoken by staff members.

#### **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:**

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)
Pepe E. Gutierrez	Principal		1/1/01
N/A	Assistant Principal		1/1/01
Cruz Barahona	Parent Coordinator		1/1/01
Neil Friedman	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
Ana Maria Rodriguez	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
Christie Carmichael	Other <u>Bilingual Teacher</u>		1/1/01
Natalie Gonzalez	Other <u>Bilingual Teacher</u>		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

*Requirement under Chancellor's Regulations – for all schools*

DBN: **09X274** School Name: **P.S. 274**  
Superintendent: **L.**

### 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](http://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.

ATS and ARIS provide us with data regarding students' home languages as per their Home Language Identification Survey (HLIS) that is conducted at registration for new admits. With this information we are able to determine the number of different languages for which we need to have translation. For our immediate translation needs, such as meeting notices or the weekly family newsletter, our in-house staff members are able to translate the majority language (Spanish). For languages that we are unable to translate here at the school or large documents we utilize the DOE's translation services to translate. In addition, the Parent Coordinator and School Counselor is bilingual (English/Spanish) and in each grade there is one bilingual pedagogue that can assist with oral translations. In addition we have created a report that we update regularly with the languages that parents speak by grade and class.

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.

The preferred languages by parents at our school for both written and oral communication include, English, Spanish, Fulani, French, and Arabic.

## **Part B: Creating a Communications Calendar**

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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 documents that the school typically disseminates every year that require translation and are distributed to families, include monthly calendar of events and important dates, school-wide or grade-wide event flyers, parent-teacher conference announcements, enrichment packets, IEP information, EL identification forms, after-school program information and all parent written communication.

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.

Formal face-to-face meetings that our school will have include a minimum of two parent-teacher conferences, one in the Fall and one in the Spring. Parents who have a child that is Promotion-in-doubt are also required to have a formal meeting with the classroom teacher in the month of April/May. Parents who have a child that is at risk for being a hold-over are required to have an additional formal meeting with the classroom teacher and/or Master teacher before the end of the school year. In addition, students who are undergoing an evaluation process are invited by the school counselor to the school. Parents are given the opportunity to have informal face-to-face interactions with the classroom teacher every six-weeks when parents are invited to attend an End of Unit Curriculum Celebration and school-fieldtrips. Teachers dismiss students to their parents/caregiver on a daily basis and parents are encouraged to inquire about their child progress. Our school also has an open-door policy for parent volunteers and these parent interactions vary depending on need and availability. Our community leaders in the school are responsible for contacting parents whose child has chronic absences or lateness on a need basis.

## **Part C: Providing Language Assistance Services**

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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.

There is at the minimum one classroom teachers per grade at PS274 that is able to communicate in the majority preferred language (Spanish) to our families. These teachers are able to provide written and oral translation. Much of our ongoing translation, such as the weekly parent newsletter and other notes are done in-house by our teachers. The guidance counselor is also bilingual (English/Spanish). We also use our parent coordinator to translate other school-wide written communication to parents throughout the school year. Languages that we are unable to translate in house for school-wide parent communications

will require the use of the DOE translation unit or online translation. We plan ahead and submit translation requests in a timely manner to the T&I Unit to ensure that translations are distributed at the same time as English documents. We are in the process of creating a document of bilingual staff who can be called on for interpretation. We will make sure to make arrangements for vendors early to ensure that our events are covered.

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.

Oral interpretation will be provided through the in-school based teaching and support staff; parent Volunteers (when available); outside contractors on an as needed basis for whole school events. If there is a family that needs immediate interpretation that we cannot provide in house we utilize the DOE telephone translation services.

#### **Part D: Training Staff on Policies and Procedures**

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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.)

All staff will be made aware of how to use translation services and the over-the-phone interpretation by a fellow staff member who will turn-key the process, distribute and explain the T&I Brochure, Language ID Guide, and Language Palm Card during a morning meeting and/or Professional Development day. We will distribute a copy of the "I Speak" card which includes the phone number for over the phone interpretation.

#### **Part E: Providing Notice of Language Assistance Services**

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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

Parents will receive a copy of the Bill of Parent Rights and Responsibilities in their primary language when necessary. Translations for this document will be retrieved from <http://schools.nyc.gov/Parents/NewsInformation/BillofRights.htm>. If we encounter a situation in which parents of more than 10% of the children at our school speak a primary language that is neither English nor a covered language, we will obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant to this section and shall post and provide such

forms in accordance with Chancellor's regulations. We will also direct families to the Department's website where they can find information in each of the covered languages concerning the rights of parents in regards to translation services. We are aware that all notification documents can be found on the Translation and Interpretation Unit's intranet site.

## **Part F: Monitoring and Quality Control**

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

One of the mechanisms that our school uses to gather feedback from parents is the school-wide survey, daily informal interactions and during the weekly Parent Forums on Friday's with the Principal. We are interested in scheduling a focus group of parents inclusive of all cultures and languages to gather feedback and best practices.