2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 32K274
School Name: P.S. 274 Kosciusko
Principal: Martiza Olliviera
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: P.S. 274  
School Number (DBN): 32K274

BEDS Code: 333200010247

Grades Served: PK-5

School Address: 800 Bushwick Avenue, Brooklyn, N.Y. 11221

Phone Number: (718) 642-5300  
Fax: (718) 642-5300

School Contact Person: John Zuzeck  
Email Address: JZuzeck@schools.nyc.gov

Principal: Maritza Ollivierra-Jones

UFT Chapter Leader: Helene Loomis

Parents’ Association President: Dianna Vasquez

SLT Chairperson: Erica Laurenzano

Title I Parent Representative (or Parent Advisory Council Chairperson): N/A

Student Representative(s): N/A

CBO Representative: N/A

District Information

Geographical District: 32  
Superintendent: Sheila Gorski

Superintendent’s Office Address: 797 Bushwick Avenue Room 300, Brooklyn, NY 11221

Superintendent’s Email Address: sgorski@schools.nyc.gov

Phone Number: (718) 574-1100  
Fax: (718) 574-1245

Field Support Center (FSC)
North Brooklyn Field Support Center

Executive Director: Bernadette Fitzgerald
131 Livingston Street, Brooklyn, NY 11220

Executive Director’s Office Address: BFitzge2@schools.nyc.gov

Executive Director’s Email Address: 718-935-3954

Phone Number: (718)935-4456

Fax: (718)935-4456
**Section 2: School Leadership Team (SLT) Signature Page**

All SLT members are expected to sign this page to confirm their participation in the development of this 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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maritza Olliviera</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Helene Loomis</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Diana Vasquez</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
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<tr>
<td></td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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</tr>
<tr>
<td>N/A</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Erica Laurenzano</td>
<td>Member/ Chairperson/Teacher</td>
<td></td>
</tr>
<tr>
<td>Lourdes Aguinaga</td>
<td>Member/ Secretary</td>
<td></td>
</tr>
<tr>
<td>Aimee Perez</td>
<td>Member/ Assistant Principal</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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<td>---------------</td>
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<tr>
<td></td>
<td>Member/</td>
<td></td>
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<tr>
<td></td>
<td>Member/ Parent Member</td>
<td></td>
</tr>
<tr>
<td>Maria Andujar</td>
<td>Member/ Parent Member</td>
<td></td>
</tr>
<tr>
<td>Cindy Serrano</td>
<td>Member/ Parent Member</td>
<td></td>
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<tr>
<td>Laura Madera</td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td>Melissa Ramos</td>
<td>Member/ PTA Secretary</td>
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<td></td>
<td>Member/</td>
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<tr>
<td>N/A</td>
<td>Member/</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning — to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear — that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
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<tbody>
<tr>
<td><strong>Rigorous Instruction:</strong> 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.</td>
</tr>
<tr>
<td><strong>Supportive Environment:</strong> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
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<td><strong>Collaborative Teachers:</strong> 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.</td>
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<tr>
<td><strong>Effective School Leadership:</strong> 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.</td>
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<td><strong>Strong Family-Community Ties:</strong> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust:</strong> 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.</td>
</tr>
</tbody>
</table>

**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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

**School Quality Guide**

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

**Title I Requirements and Strengthening Title I Parent Involvement**
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
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<tbody>
<tr>
<td>We will educate our students to become leaders, problem solvers and critical thinkers through the collaborative efforts of parents, teachers and school leaders. We believe that Common Core aligned instruction will provide the foundation for each individual student’s success. This vision is to be achieved through an enriched, nurturing environment steeped in a culture of mutual respect. We believe that respect and support for the individual will cultivate socially responsible and self-confident students, ready to become productive members of the global community.</td>
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2018-19 CEP
2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

P.S. 274 is an elementary school that recently received a Principal's Performance Review in March, 2018. We were rated "Effective or Highly Effective" on all Quality Review indicators: 1.1 (curriculum), 1.2 (pedagogy), 1.3 (Instructional Focus), 1.4 (Trust), 2.2 (Assessment), 3.1 (Vision for Improvement), 3.4 (High Expectations), 4.1 (Danielson Observations), 4.2 (Teacher Teams and Leadership Development) and 5.1 (Policies and Practices for Improvement). Areas that were celebrated were 3.4, Communicating clear, consistent and high expectations and 4.1, Having clear systems in place to integrate the analysis of student work and data into feedback cycles.

What makes P.S. 274 distinctive is the collegial climate between school leaders, staff, parents and students that results in a concerted effort to strive for the success of every student. School leaders and staff demonstrate their commitment to achieving this goal by working and planning collaboratively, meeting regularly and engaging each other in professional dialogue that focuses on improving student learning. P.S. 274 fosters academic success by exposing students to the Arts. Students participate in chorus, music, theater, visual arts and dance. New teachers are welcomed and mentored by veteran teachers and school leaders, leading to greater staff stability. We have a diverse community of students coming from many countries including Puerto Rico, Ecuador, Mexico, the Dominican Republic, China, and Tibet.

The school provides many opportunities for collaboration between parents and staff. There are monthly PTA and School Leadership Team meetings; we also offer Coffee with the Principal sessions on the final Monday of each month. This forum gives parents an opportunity to openly communicate and engage the principal regarding concerns and questions about our school. Parent workshops are provided by our staff members, the PTA, and community based organizations. The PTA works closely with staff to organize, implement and facilitate activities that empower our parents. Our teacher teams supported by our U-Lit Coach, conduct Parent Academy workshops during Parent Engagement time on Tuesdays aligned to the needs of our students and curriculum.

P.S. 274 collaborates with several community based organizations including but not limited to New Victory Theatre, Mosa Mack, Brooklyn Academy of Music, DISNEY, Hope Lodge, Food Bank of New York, CookShop, Brooklyn Botanic Gardens, NY Cares and New York Psychotherapy. These programs provide services and opportunities that address the academic, social and emotional needs of our community. A partnership with NY Psychotherapy offers counseling services at the school which provides external resources to meet the needs of students and families.

3. Describe any special student populations and what their specific needs are.

PS 274 has three special student populations, Students in Temporary Housing, Students with IEPs and English as new Learners. The specific needs of these subgroups are met through heterogeneously grouped classroom settings, instruction that incorporates a variety of scaffolds to provide all students with access to the learning as well as technological supports.

4. Identify 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.

Based on the results of the 2017-18 School Quality Guide and the Framework for Great Schools our strengths were Collaborative Teachers, Supportive Environment and Trust. The overall score for Collaboration category was 4.87. 100% of teachers surveyed responded "That at their school, the principal, teachers, and staff collaborate to make the school run effectively." The overall score for Supportive Environment was 4.45. 100% of teachers responded positively that "The principal sets clear expectations for teachers about implementing what they have learned in professional
development." The school demonstrated growth across each element identified in the Multi-year Summary section of the School Quality Guide.

Our key area of focus for this year relates to our 2017-18 Principal Performance Observation, our focus for the year will continue to be centered around strengthening student discourse and teacher practice..

Based on feedback from our school’s 2017-18 Principal's Performance Observation report and our self reflection, the following areas were identified as strengths:

- The principal strategically communicates clear, consistent and high expectations to the school community which fosters a shared vision through a focused set of academic and personal behaviors across the school. (3.4)

- The school's shared vision also focuses on engaging students in the arts, STEM work and music, where students participate in chorus, theatre, visual arts and dance. (3.4)

- The principal has established structures that cultivate a culture of respect which is supportive and results in a safe and inclusive learning environment. Respect permeates the school encouraging adult and student learning. (1.4)

- The students are well known by the staff who work together to encourage promising work habits via the school's Positive Behavior Intervention System. (1.4)

The following areas were identified as areas for improvement:

- Elevate the manner in which teachers create or use assessments to include a variety of professional cycles of learning on the use of formative assessments and a range of modalities teachers may use throughout the lessons to obtain valuable information regarding the student learning gaps. (2.2)

- Continue to support teachers in providing guidance to individual and groups of students. so that students are aware of their next learning steps and teachers make informed instructional adjustments. (2.2)
● Build capacity of staff regarding strategic planning to ensure rigor is emphasized in curricular and academic tasks to enrich the learning needs of students and deepen opportunities for conceptual understanding. (1.1)
### School Demographics and Accountability Snapshot for 32K274

#### School Configuration (2018-19)
- **Grade Configuration**: PK,0K,01,02,03,04, 05
- **Total Enrollment (2017-18)**: 419
- **SIG Recipient (Y/N)**: No

#### English Language Learner Programs (2018-19)
- **Transitional Bilingual**: N/A
- **Dual Language**: Yes
- **Self-Contained English as a Second Language**: N/A

#### Special Education Programs/Number of Students (2015-16)
- **# Special Classes (ELA)**: 43
- **# SETSS (ELA)**: 19
- **# Integrated Collaborative Teaching (ELA)**: 18
- **# Special Classes (Math)**: 42
- **# SETSS (Math)**: 21
- **# Integrated Collaborative Teaching (Math)**: 18

#### Types and Number of Special Classes (2018-19)
- **# Visual Arts**: N/A
- **# Music**: N/A
- **# Drama**: N/A
- **# Dance**: N/A
- **# CTE**: N/A
- **# Integrated Collaborative Teaching**: N/A
- **# Integrated Language**: N/A
- **# Integrated Self**: N/A

#### Racial/Ethnic Origin (2017-18)
- **% American Indian or Alaska Native**: 1.7%
- **% Black or African American**: 11.5%
- **% Hispanic or Latino**: 82.6%
- **% Asian or Native Hawaiian/Pacific Islander**: 1.2%
- **% White**: 3.1%
- **% Multi-Racial**: 1.9%

#### School Composition (2017-18)
- **% Title I Population**: 96.0%
- **% Attendance Rate**: 91.0%
- **% Free Lunch**: 94.7%
- **% Reduced Lunch**: 1.7%
- **% Limited English Proficient**: 24.8%
- **% Students with Disabilities**: 18.4%

#### Personnel (2015-16)
- **% of Teachers with No Valid Teaching Certificate**: 0%
- **% Teaching Out of Certification**: 0%
- **Average Teacher Absences (2014-15)**: 6.5

#### Student Performance for Elementary and Middle Schools (2017-18)
- **ELA Performance at levels 3 & 4**: 34.8%
- **Mathematics Performance at levels 3 & 4**: N/A
- **Science Performance at levels 3 & 4 (4th Grade)**: 92%
- **Science Performance at levels 3 & 4 (8th Grade)**: N/A

#### Student Performance for High Schools (2017-18)
- **ELA Performance at levels 3 & 4**: N/A
- **Mathematics Performance at levels 3 & 4**: N/A
- **Mathematics Performance at levels 3 & 4 (8th Grade)**: N/A
- **US History Performance at Levels 3 & 4**: N/A
- **4 Year Graduation Rate**: N/A
- **6 Year Graduation Rate (2011 Cohort)**: N/A
- **% ELA/Math Aspirational Performance Measures (2015-16)**: N/A

#### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

#### Elementary/Middle School
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
  - **American Indian or Alaska Native**: N/A
  - **Black or African American**: N/A
  - **White**: N/A
  - **Limited English Proficient**: N/A
  - **Economically Disadvantaged**: N/A

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
  - **American Indian or Alaska Native**: N/A
  - **Black or African American**: N/A
  - **White**: N/A
  - **Limited English Proficient**: N/A
  - **Economically Disadvantaged**: N/A

- **Met Adequate Yearly Progress (AYP) in Science (2016-17)**
  - **American Indian or Alaska Native**: N/A
  - **Black or African American**: N/A
  - **White**: N/A
  - **Limited English Proficient**: N/A
  - **Economically Disadvantaged**: N/A

#### High School
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
  - **American Indian or Alaska Native**: N/A
  - **Black or African American**: N/A
  - **White**: N/A
  - **Limited English Proficient**: N/A
  - **Economically Disadvantaged**: N/A

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
  - **American Indian or Alaska Native**: N/A
  - **Black or African American**: N/A
  - **White**: N/A
  - **Limited English Proficient**: N/A
  - **Economically Disadvantaged**: N/A

- **Met Adequate Yearly Progress (AYP) in Graduation (2016-17)**
  - **American Indian or Alaska Native**: N/A
  - **Black or African American**: N/A
  - **White**: 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Our Principal Performance Observation in 2017-18 indicated the following areas the school does well:

- Strong teaching practices are shared with those needing the most support.
- Teachers reflect on best practices supported by the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school wide instructional practices.
- Professional development decisions are based on the identified needs of individual and or groups of teachers.

As per the 2017-18 end of year Advance data the following was identified as a focus area for our school:

- Continue to support teachers in establishing school wide expectations which include teaching strategies that will embed rigorous activities, access to learning and engagement, so that all learners can successfully participate in grade level content and increase ownership of their learning.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, we will build teacher capacity through teachers’ participation in Collaborative Lesson Plan Study groups where teachers will develop four lesson plans that include rigorous learning activities that make learning accessible and ensure engagement for all learners. The efficacy of each lesson will be measured using the Danielson Framework and the expectation is that 100% of the lessons will be rated ‘Effective’ or higher.
### Part 3a – Action Plan

**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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>Sept. 2018 - June 2019</td>
<td>Administration and Teachers</td>
</tr>
<tr>
<td>Create and adhere to a year long observation schedule.</td>
<td>Administration</td>
<td>Sept. 2018 - June 2019</td>
</tr>
<tr>
<td>Provide teachers with verbal or written feedback within 5 days to all observations.</td>
<td>Administration</td>
<td>Sept. 2018- October 2018</td>
</tr>
<tr>
<td>Teachers who are currently at developing or below will receive a 3 visit cycle of non evaluative observation focused on Domain 1.</td>
<td>Teachers</td>
<td>Sept. 2018- June 2019</td>
</tr>
<tr>
<td>Observation reports will include low inference notes on students in order to demonstrate rigor, access and engagement. This will align our school to the district 32 observation focus for the 2018-19 sy.</td>
<td>Teachers</td>
<td>Sept. 2018- June 2019</td>
</tr>
<tr>
<td>Universal Literacy Coach will work with kindergarten through second grade teachers to provide planning support around rigor, access and engagement.</td>
<td>Teachers</td>
<td>Sept. 2018- June 2019</td>
</tr>
<tr>
<td>To ensure that the needs of our subgroups (ELL's and SWD) are met, lesson plans will be reviewed by administration to ensure appropriate scaffolds are in place to provide them access to the tasks.</td>
<td>Teachers</td>
<td>Sept.-June</td>
</tr>
<tr>
<td>Teachers who are developing or below will have the opportunity to participate in collaborative planning with teachers are at an effective or highly effective rating in Domain 1 with a focus on rigorous tasks, tasks that facilitate access and engagement for all students.</td>
<td>Teachers</td>
<td>Sept. 2018- June 2019</td>
</tr>
<tr>
<td>ENL and SWD data will be used to identify students in specific subgroups. This information will be used to evaluate the appropriateness of scaffolds that provide access to instructional tasks.</td>
<td>Students and Teachers</td>
<td>Daily walkthroughs.</td>
</tr>
</tbody>
</table>
New teachers will participate in a series of professional learning focused on the Danielson rubric as well as the school's expectations regarding rigor, access and engagement. This will facilitate the norming of teachers to the expectations for planning and lesson implementation at PS 274.

<table>
<thead>
<tr>
<th>On-going Professional Learning opportunities for all teachers around the Danielson rubric aligned to PS 274's practices and expectations</th>
<th>Teachers</th>
<th>Sept. 2018-Nov. 2019</th>
<th>Teachers and Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progress monitoring: By February 2019 teachers would have completed two lesson study cycles</td>
<td>Administration and teachers</td>
<td>February 2019</td>
<td>Administration</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

- Administration will facilitate two "Day in the Life" events in which parents can visit classrooms. The visits will be prefaced with and followed up with conversations about our expectations for rigorous instruction, access to all learners and engagement.
- During monthly Coffee with the Principal, the principal will host a workshop on academic expectation; rigorous instruction, accessible learning tasks and student engagement. Parents will participate in learning walks with the principal.
- Universal Literacy Coach will offer workshops for parents on the type of reading and questioning activities parents should engage their children in at home to support their reading development and progression along the Fountas & Pinnell continuum.
- Teachers will distribute student interest surveys to determine student interest, preferred modalities of learning and what their strengths and areas of need are.
- Teachers will publish upcoming units of study on teacher web pages so that parents are aware of upcoming units of study in each content area and ways they can support their student at home.
- A monthly subscription to Reading Connection will be published and sent home for parents to support their children in rigorous reading habits. A primary edition and upper grade edition will be printed in English and Spanish to support our Spanish speaking population.
- Teachers will host Parent Academies on Tuesday afternoons to expose parents to units of study, vocabulary and concepts covered in these units of study. Concrete examples of how rigorous instruction can be supported at home will also be shared.

### 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.

**Monday Professional Learning Sessions**

- Administration
- Teachers
- Substitute Teachers
- Parent Academy Tuesdays
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
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<tr>
<td><strong>X</strong></td>
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<td><strong>X</strong></td>
<td></td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

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 2019, we will build teacher capacity through teachers’ participation in Lesson Plan Study groups to collaboratively develop two lesson plans that include rigorous learning activities that make learning accessible and ensure engagement for all learners. The efficacy of each lesson will be measured using the Danielson Framework and the expectation is that 100% of the lessons will be rated 'Effective' or higher.

Part 5b. Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

ADVANCE-Danielson Rubric for Teacher Evaluation. The completion of four collaborative lesson studies per grade level team.

Part 5c. In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

#### Areas that we demonstrated as a strength for the 2017-2018 school year based upon our attendance reports:

- September, October and November were our highest attendance months with rates of 94.3%, 93.5% and 92.2% respectively.
- The September Attendance Pledge contract proved to be our most successful attendance strategy.
- Attendance notifications to parents of chronic students also communicated clear attendance expectations to all parents.

#### An area that we demonstrated as a strength for the 2016-2017 school year based upon the School Quality guide is:

100% of teachers who teach students in grades pk through 5 agree or strongly agree that their students are safe in their classes.

#### An area that we have identified as a need for the 2017-2018 school year:

- December 2017 through April 2018 proved to be our most challenging attendance months. We struggled to meet our school wide average of 95% attendance with the exception of one day in each of those months.

### Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019 we will achieve a minimum of 40 attendance days where we are successful in achieving our school wide average attendance rate of 95%. This will be measured by our monthly attendance (RPAR) reports.
Part 3a – Action Plan

**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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Activities</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional learning for teachers on school wide attendance protocols and impact of chronic absenteeism on students' long term performance.</td>
<td>Teachers and Students</td>
<td>Sept. 2018-December 2019</td>
<td>Administration and Teachers</td>
</tr>
<tr>
<td>Workshop for parents on school wide attendance protocols and impact of chronic absenteeism on student's long term performance.</td>
<td>Teachers</td>
<td>Sept 2018-December 2018</td>
<td>Administration</td>
</tr>
<tr>
<td>Target chronically absent students with mentors, incentives and regular communication with parents.</td>
<td>Students</td>
<td>Sept. 2018-June 2019</td>
<td>Administration</td>
</tr>
<tr>
<td>Parent recognition ceremonies each month at Coffee with the Principal to recognize parents who are supporting their children in achieving their attendance goals</td>
<td>Parents</td>
<td>Sept 2018-June 2019</td>
<td>Administration</td>
</tr>
<tr>
<td>Update section on school website to educate parents about the importance of good attendance habits and the impact on students' learn term success.</td>
<td>Parents</td>
<td>As Needed</td>
<td>Administration and Teachers</td>
</tr>
<tr>
<td>Bridging the Gap Social Worker will work closely with identified student subgroups to support families to support and help develop strong attendance practices.</td>
<td>Students and Parents</td>
<td>Sept. 2018-June 2019</td>
<td>Social Worker</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

- Tuesday Parent Engagement sessions will be dedicated to parent workshops on school attendance policy and parent outreach to parents of students of concern as needed throughout September 2018-June 2019.
- School website and monthly newsletters will offer other mediums to communicate attendance expectations.
- Monthly 'Coffee with the Principal' and public attendance bulletin board will highlight parents of students who are on track to meet their goals.

### 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.

- Guidance Counselor/ School Based Support Team
- Pupil Personnel Team
- Administrators
- Monday Professional learning sessions
- School Website
- Parent Outreach Newsletter/ Invitations
- Weekly mentor meetings

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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<tr>
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<th>Tax Levy</th>
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<th>Title III, Part A</th>
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<tr>
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</table>

**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 2019 we will achieve a minimum of 25 attendance days where we are successful in achieving our school wide average attendance rate of 95%. This will be measured by our monthly attendance (RPAR) reports.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

- RPAR attendance report

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

The Principal’s Performance Observation Report during the 2017-2018 school year indicated the following areas the school does well:

- The principal strategically communicates clear and intentional high expectations to the entire school community.
- Teachers engage in learning walks and share feedback to one another on the quality of feedback given to student work.
- Classroom assessment practices are driven from teacher teamwork in the form of learning progressions used across grades.
- The principal’s transparency with staff in regards to school data (Advance, NYS assessment, School Quality Guide) to determine school wide goals was discussed with all stake holders (Staff and parents) in order to establish a shared vision.

As per the Principal's Performance Observation Report during the 2017-2018 school year, the following was identified as an area of focus for our school:

- Encourage teacher engagement around analyzing student work using benchmarks, applying findings to their practice and revisit in cycles to analyze the impact of such practices.
- Provide common planning sessions that allow teachers to plan rigorous activities that include academic vocabulary and intentional scaffolds to ensure access and engagement so that all learners can increase ownership of their learning.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, teacher teams will participate in a minimum of two cycles of inquiry in ELA focused on ELA standards R.L 2 and 3. Teacher teams will analyze student baseline assessment data, develop a six week plan of action and re-evaluate students at the conclusion of the cycle; students will demonstrate an increase of 5 percentage points on each standard.
Teams will analyze post assessment data to determine the impact of practice on students' growth; this data will be captured on our Class at a Glance.
### Part 3a – Action Plan

**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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
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</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>Sept. 2018 - June 2019</td>
<td>Administrators, teachers and ULit Coach</td>
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<td>Administration and Teachers</td>
<td>Sept. 2018</td>
<td>Administrators and Teachers</td>
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<tr>
<td>Administrators and teachers</td>
<td>Sept. 2018 - June 2019</td>
<td>Administrators and Teachers</td>
</tr>
<tr>
<td>Teachers</td>
<td>Oct. 2018 - June 2019</td>
<td>Administrators</td>
</tr>
<tr>
<td>Teachers</td>
<td>Sept. 2018 - June 2019</td>
<td>Administrators</td>
</tr>
</tbody>
</table>

- Provide professional cycles of learning on the use of assessments to identify learning gaps and apply findings to teaching practices.
- Fourth and fifth grade level teams will work with administration to analyze state assessment results to identify areas of need to be targeted.
- Afford teachers time during Monday professional learning to engage in discussions around practices that are specific, descriptive, targets the learning gap and includes a strategy that helps students improve their work.
- Administration will conduct cycles of observations to target lessons created after the analysis of benchmarks and data.
- During walkthroughs administration will ensure that the pedagogical practice of using assessments is being used to identify the learning gaps for ENL and SWD students.

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Student led conferences will inform parents of student strengths, areas for growth and next steps provided by their teachers.

Teachers will adhere and contribute to our schools action plans that reflect agreed upon practices that target specific standards to address the gaps or lack of movement. Targeted standards will be shared with parents to engage parents in a collaborative approach.

### 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.
• Teachers
• Administration
• Monday Professional Learning Sessions
• Common planning time
• Vertical teams (ENL, SWD, Instructional Cabinet)
• State Assessment Data
• Class at a glance

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
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<th>Tax Levy</th>
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<th>Title I SWP</th>
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<th>Title I TA</th>
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<th>Title III, Part A</th>
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<th>Title III, Immigrant</th>
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<tr>
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<td>21st Century Grant</td>
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<td>PTA Funded</td>
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<td>In Kind</td>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

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 2019, teacher teams will participate in a minimum of one cycle of inquiry in ELA, to analyze student baseline assessment data, develop a six week plan of action and re-evaluate students at the conclusion of the cycle. Teams will analyze post assessment data to determine the impact of practice on students' growth; this data will be captured on our Class at a Glance.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Administrative oversight of the process and formal/informal observations will be used to monitor progress.

Part 5c. In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

The following was reported as a strength on the 2017-2018 Principal Performance Observation visit:

- Across the observed classrooms anchor charts and strategic learning tools were accessible to students and supported their learning.
- Use expert teachers to reflect best practices, supported by the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school wide instructional practices and deepen student engagement through discussion.

The following was reported as an area of focus on the 2017-2018 Principal Performance Observation visit:

- Provide a series of professional learning on designing vigorous student discourse.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, teachers will be provided with professional learning centered around student discourse and the use of academic vocabulary resulting in 75% of observations (evaluating component 3B) being rated effective or highly effective on the Danielson Framework for Teaching.
### Part 3a – Action Plan

**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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional cabinet meetings will all include time to discuss the area of developing meaningful discussion across all content areas.</td>
<td>Teachers</td>
<td>Sept. 2018-June 2019 (weekly meetings)</td>
<td>Administration, Teachers</td>
</tr>
<tr>
<td>Norming sessions will take place with the use of videos to demonstrate appropriate student-centered discourse. Facilitated in September and as needed based on end of cycle observation data reports.</td>
<td>Teachers</td>
<td>Sept. 2018-June 2019</td>
<td>Administration &amp; Teachers</td>
</tr>
<tr>
<td>Professional learning around planning and the sharing of best practices when encouraging student self-centered discourse and academic vocabulary.</td>
<td>Teachers</td>
<td>Sept. 2018-June 2019</td>
<td>Administration &amp; Teachers</td>
</tr>
<tr>
<td>Danielson observation reports will focus on our district's goal of including students' responses during the observation. Reflected in ongoing observation reports.</td>
<td>Teachers</td>
<td>Sept. 2018-June 2019</td>
<td>Administration</td>
</tr>
<tr>
<td>Book studies, facilitated administration will focus on academic titles that promote discourse and academic vocabulary in the classroom.</td>
<td>Teachers</td>
<td>Sept. 2018-June 2019</td>
<td>Teachers and service providers.</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

- Tuesday Family Engagement sessions will afford teachers the opportunity to share the resources that will support students at home with self centered discourse.
- School website will include instructional resources for parents to support discourse and discussions at home.
- Our school's instructional focus of discourse will be shared with parents and guardians.
- Teachers will include discussion questions for parents and students to discuss along with reading logs to promote discussion at home.
- The value of discussion and it's impact on learning will be discussed at monthly "Coffee with the Principal".
- Articles on discourse will be shared with parents.
- Parents will be invited to walkthroughs with the principal to observe promising practices around discourse.

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

- Administration
- Teachers
- Substitute Teachers
- Materials, such as library book titles, websites and activities
- Per session hours
  - Resources such as Teach Like A Champion

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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**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 2019, teachers will be provided with professional learning centered around student discourse and the use of academic vocabulary resulting in 70% of observations evaluating component 3B being rated effective or highly effective on the Danielson Framework for Teaching.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Danielson observation reports and data reports available on the ADVANCE platform.

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

The following statements from "Effective School Leadership subsection of Inclusive Leadership on the 2017-2018 School Quality Guide" were considered strengths:

- For our Framework Element Sources, our score for Strong Family-Community Ties was at 3.72, the highest score in three years.
- For our Survey Element Scores, our score for Strong Family-Community Ties was at 3.50, also the highest level for the last three years.

An area that we have identified as a focus area for the 2017-2018 school year is based upon the following statement from the Effective School Leadership section, subsection "Inclusive Leadership" portion of the 2017-2018 School Quality Guide:

- 85% of families say that the principal is strongly committed to shared decision making.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, we will increase the favorable response to the statement "95% of families say that the principal is strongly committed to shared decision making from 85% to 95% as measured by the School Quality Guide."
Part 3a – Action Plan

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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., under-credited, STH).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to advertise and recruit parents to join the PS 274 School Wide Events Committee in order to have shared decision making on school events during the 2018-2019 school year.</td>
<td>Parents and Staff Sept. 2018 - June 2019</td>
<td>Administration, Teachers scheduled the third Tuesday of each month.</td>
<td></td>
</tr>
<tr>
<td>Create a parent advisory committee to involve parents in shared decision making.</td>
<td>Parents Sept. 2018 - June 2019</td>
<td>Administration, Teachers</td>
<td></td>
</tr>
<tr>
<td>Continue to have sharing sessions following parent events, such as Day in a Life in order to voice suggestions for our school.</td>
<td>Parents Sept. 2018 - June 2019</td>
<td>Administration, Teachers</td>
<td></td>
</tr>
<tr>
<td>September 2018 Open House will include a recruiting table for parent advisory committee and opportunities for parents to volunteer throughout the year.</td>
<td>Parents Sept. 2018</td>
<td>Administration, Teachers</td>
<td></td>
</tr>
<tr>
<td>Use monthly PTA meetings to share initiatives and promote shared decision making with parents.</td>
<td>Parents Sept. 2018 - June 2019</td>
<td>Administration</td>
<td></td>
</tr>
<tr>
<td>Use monthly newsletter to share initiatives with parents and increase involvement.</td>
<td>Parents Sept. 2018 - June 2019</td>
<td>Administration, Teachers</td>
<td></td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

- Brooklyn Academy of Music
- New Victory Theater
- Disney Musicals in Schools
- CookShop
- NY Public Library

Part 4 – Budget and Resource Alignment

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

Parent Advisory Committee

Robo Call automated system

School wide Events Committee

Materials for Posters/Flyers

---

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

|          | Tax Levy | X | Title I SWP | || Title I TA | X | Title II, Part A | X | Title III, Part A | || Title III, Immigrant |
|----------|----------|---|-------------|------------|---|-----------------|---|-----------------|------------|----------------------|
| X        | C4E      |   | 21st Century Grant | || SIG | || 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 2019, we will increase the favorable response to the statement "95% of families say that the principal is strongly committed to shared decision making from 85% to 90% as measured by the School Quality Guide.

---

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

School generated parent survey.

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**Part 5c.** In February 2019, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>NYSELADATA 3-5th grade Level 1 and 2 students</td>
<td>Guided Reading</td>
<td>Small classes</td>
<td>After School</td>
</tr>
<tr>
<td></td>
<td>Running Record data 2nd grade</td>
<td>Language Power (K Ells)</td>
<td>Small Group</td>
<td>After School</td>
</tr>
<tr>
<td></td>
<td>Transitioning and Expanding Students as identified by the 2018NYSESLAT</td>
<td>Guided Reading (1st grade ELLs)</td>
<td>Small Group</td>
<td>After School</td>
</tr>
<tr>
<td></td>
<td>Transitioning and Expanding Students as identified by the 2018NYSESLAT</td>
<td>Preventing</td>
<td>Small Group</td>
<td>After School</td>
</tr>
<tr>
<td></td>
<td>Transitioning and Expanding Students as identified by the 2018NYSESLAT</td>
<td>Academic Failure (2nd grade ELLs)</td>
<td>Small Group</td>
<td>During the school day</td>
</tr>
<tr>
<td></td>
<td>Transitioning and Expanding Students as identified by the 2018NYSESLAT</td>
<td>Reciprocal teaching (3rd, 4th grade ELLs)</td>
<td>One to One</td>
<td>During the Day</td>
</tr>
<tr>
<td></td>
<td>Reading Rescue</td>
<td>Reading Rescue</td>
<td>Whole/Small Group</td>
<td></td>
</tr>
<tr>
<td>Subject</td>
<td>Description</td>
<td>Method</td>
<td>Group Size</td>
<td>Time</td>
</tr>
<tr>
<td>--------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>----------------------</td>
<td>------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>Mathematics</td>
<td>NYSMath data Teacher 3-5th grade Level 1 and 2 students</td>
<td>AISGoMath -RTI Activities</td>
<td>Small classes</td>
<td>After School</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>Lowest third of the grade (K-5)</td>
<td>Tier 1</td>
<td>Small Group</td>
<td>During School</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>Lowest third of the grade (K-5)</td>
<td>Tier 1</td>
<td>Small Group</td>
<td>During School</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At-risk services</td>
<td>As per IEP Need Based</td>
<td>Counseling Support Crisis Intervention</td>
<td>Small Group, One-to-One</td>
<td>Weekly, as Needed</td>
</tr>
<tr>
<td>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td></td>
<td></td>
<td>Small Group, One-to-One</td>
<td>As Needed</td>
</tr>
</tbody>
</table>
Section 7: Support for Students in Temporary Housing (STH)

Directions:
- All Title I schools must complete Part A of this section.
- All Non-Title I schools must complete Part B of this section.

Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website: http://schools.nyc.gov/NR/rdonlyres/8D99859A-AE04-40EA-A462-5363F87E67E9/0/FAQTitleISetAsideFY14.pdf

Part A: FOR TITLE I SCHOOLS
1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

As of 6/20/18, there were 89 students identified as Students in Temporary Housing. The breakdown of our STH students by grade level is as follows:

- Pre K - 15 students
- Kindergarten - 11 students
- 1st grade - 15 students
- 2nd grade - 10 students
- 3rd grade - 7 students
- 4th grade - 11 students
- 5th grade - 20 students

2. Please describe the services you are planning to provide to the STH population.
Because of the large number of students identified in our testing grades, our school plans to offer after school support to our STH students. We will offer both academic intervention and enrichment after school programs for these students based upon results of the 2017-18 NYS ELA and Math Exam for our upper grades and baseline assessments for our lower grades. We will also continue to purchase basic emergency supplies for our STH students to be distributed as needed.

### Part B: FOR NON-TITLE I SCHOOLS

<table>
<thead>
<tr>
<th>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td>NA</td>
</tr>
</tbody>
</table>

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.  

NA
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

<table>
<thead>
<tr>
<th></th>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

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

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

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

2b. High Quality and Ongoing Professional Development

Describe the 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).

Constituents of the school community (teachers, principals and paraprofessionals) attend various workshop offered by NYCDOE and in our professional learning sessions. In addition to these professional learning opportunities, the school designs workshops tailored to meet the needs of our teachers and students. Teachers turnkey professional learning opportunities providing on-going support of implementation of research based strategies. Our Administrative Team works closely with teacher teams and individual teachers to set professional goals and develop a support program. Some professional development strategies that are incorporated into the instructional support program by Administration are: reflection & self assessment conferences, observing experienced effective teachers, mentoring, peer coaching, analyzing student work and non-evaluative cycles of observation.

Part 3: TA Schools Only

3a. Use of Program Resources
Describe how the TA program resources will assist participating children to meet proficiency.

N/A

3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

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

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes. 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. 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2018-19 CEP
**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...

<table>
<thead>
<tr>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>contributed to Schoolwide pool. (Refer to Galaxy for school allocation amounts)</th>
<th>purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$340,511.00</td>
<td>x</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$60559.00</td>
<td>x</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$14158.00</td>
<td>x</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>$0.00</td>
<td>N/A</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$2,410,836.00</td>
<td>x</td>
</tr>
</tbody>
</table>

*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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

---

### Parent and Family Engagement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. P.S. 274, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.

### Support for Parents and Family Members of Title I Students

P.S. 274 will support parents and families of Title I students by:

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

Parental Involvement and School Quality

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., ESSA/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

● host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in
the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Every Student Succeeds 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;

<table>
<thead>
<tr>
<th>Encouraging School-Level Parental Involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school will further encourage school-level parental involvement by:</td>
</tr>
</tbody>
</table>

- 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.

<table>
<thead>
<tr>
<th>School-Parent Compact (SPC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>P.S. 274, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>I. School Responsibilities: High Quality Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State’s Standards and Assessments by:</td>
</tr>
</tbody>
</table>

- 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 Every Student Succeeds Act (ESSA);

<table>
<thead>
<tr>
<th>I. School Responsibilities: Supporting Home-School Relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support home-school relationships and improve communication by:</td>
</tr>
</tbody>
</table>

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

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

## I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

## I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

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

● Assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

● Sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

● Supporting parental involvement activities as requested by parents;

● Ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

● Advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;
II. Parent/Guardian Responsibilities

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

III. Student Responsibilities

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 2018-19 SY

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

1. **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.
   1. The Title III supplemental instructional services must be based on student need
   2. These supplemental services should complement core bilingual and ESL services required under CR Part 154.
   3. Direct supplemental services should be provided for before school, after school, and Saturday programs.
   4. Teachers providing the services must be certified bilingual education and/or ESL teachers.

2. **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
   1. Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.

3. **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
   1. 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. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

<table>
<thead>
<tr>
<th>Part A: School Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of School: ___</td>
</tr>
<tr>
<td>This school is (check one):</td>
</tr>
<tr>
<td>☐ NOT conceptually consolidated (must complete part E below)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: Direct Instruction Supplemental Program Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>The direct instruction component of the program will consist of (check all that apply):</td>
</tr>
<tr>
<td>☑ Before school</td>
</tr>
<tr>
<td>Total # of ELLs to be served: ____</td>
</tr>
<tr>
<td>Grades to be served by this program (check all that apply):</td>
</tr>
<tr>
<td>☑ K</td>
</tr>
<tr>
<td>☑ 6</td>
</tr>
<tr>
<td>Total # of teachers in this program: ____</td>
</tr>
<tr>
<td># of certified ESL/Bilingual teachers: ____</td>
</tr>
<tr>
<td># of content area teachers: ____</td>
</tr>
</tbody>
</table>

Division of English Language Learners and Student Support
Milady Baez, Deputy Chancellor
52 Chambers Street, Room 209
New York, New York 10007
Phone: 212-374-6072
http://schools.nyc.gov/Academics/ELL/default.htm
Our Title III funding will be used to promote language development for our ELLs through a supplemental program called ELL Academy. The program will take place after school twice a week on Wednesdays and Thursdays from 2:40 PM to 4:10 PM. There will be a total of 20 sessions beginning October 3, 2018 to December 13, 2018. We will have five classes focusing on the following programs: a K-1 Dual Language bridge class with alternating days (Wednesday being English, Thursday being Spanish), a K-1 bridge class working with Fundations and Teach Me Writing, a 2nd grade class doing a combination of PAF (Preventing Academic Failure) and Teach Me Writing focusing on personal narrative and opinion writing, a 3rd and 4th grade bridge class working with Time for Kids focusing on opinion writing across Science and Social Studies, and a 5th grade class participating in a Book Club reading non-fiction Social Studies/Science texts and writing reviews of the literature. The subgroups will be as follows: newcomers in grades K-2, developing ELLs in grades 3-5, and former ELLs. There will be an average of 15 students to a certified ENL teacher per class. For the Dual Language class, instruction will be in both English and Spanish. For all other classes, instruction will be in English for reading and writing. There will be a method of maintaining attendance records where each service provider will get an attendance sheet to mark which students are present for the program. Those sheets will be collected and stored in a folder. All copies of program notifications in parents' preferred languages will be kept in a binder in the ENL Coordinator's office.

The target population is all ELLs in grades K-5 that scored Transitioning and Expanding on the reading/writing strands of the NYSESLAT. We will also invite former ELLs, who tested out for up to two years, to participate in the program. The instructional groups and group sizes will be as follows: 16 students in K-1 DL, 18 students in K-1 Bridge, and 17 students in Second grade. In grades 3-4 we will target 8 students in 3rd and 8 students in 4th. They will be grouped as a bridge class. In grade 5 we will invite 16 students that scored Transitioning or Expanding in reading/writing and former ELLs.

The focus of the 2018-2019 ELL Academy has been determined after analyzing the 2018 NYSESLAT results. This data source indicated that reading and writing continue to pose a challenge for our Transitioning and Expanding ELL population. The ELL Academy will provide a balance of opportunities for children to engage in reading and writing in meaningful ways. They will also receive explicit instruction and strategies they need to become commanding ELLs. The program will incorporate high-interest and grade appropriate supplemental materials that are aligned to the Common Core ELA standards as well as the New Language Arts Progressions (NLAP).

To support our kindergarten and first grade Dual Language students, we will purchase "bilingual Guided Reading materials and a subscription to Reading A-Z. They will be able to practice reading as well as work with technology. The K-1 bridge class will purchase "Language Power". This program will expose our ELLs to content and academic language connected to themes. Language Power will address all four modalities, providing our students with the opportunity to interact with text on a range of topics, genres and content areas. Also, they will
### Part B: Direct Instruction Supplemental Program Information

Have a chance to write about their learning using text evidence. This program will build language proficiency using leveled books with high interest topics and strong visual support. In addition, first graders will be receiving guided reading instruction in order to enhance their reading skills. For grade 2, we will purchase “Preventing Academic Failure (PAF)”. It is a comprehensive program for teaching reading, writing, and spelling in the primary grades using multi-sensory techniques. It includes a phonics component, oral reading, instructional sequence, repeated reading, decodable texts, and comprehension strategies. We will also purchase supplemental bundles for personal narratives and opinion writing. Our 3rd and 4th graders will use "Time for Kids" which include magazines, articles, and other non-fiction texts. They will respond to their reading with opinion writing across Science and Social Studies. For our ELLs in grade 5 we will implement a Book Club. The English Language instruction of this program will provide opportunities for students to read for multiple purposes, develop oral language skills by participating in discussions, and write reviews of the books they read. We believe that these approaches to language acquisition will afford students the practical experiences they need to improve their language and literacy skills in a safe, supportive and engaging environment. For additional support in writing, students will utilize technology (SMART Boards, lap tops, Elmos, iPads) for extra scaffolding in writing. To support the implementation and smooth running of the program, general materials will be purchased (talking dictionaries, talking thesauruses, writing journals). All of the instructional materials used in this program are supplemental and distinct from daily instruction.

### Part C: Professional Development

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

- **Rationale**
- **Teachers to receive training**
- **Schedule and duration**
- **Topics to be covered**
- **Name of provider**

Begin description here:

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

ENL and Dual Language Teachers have the opportunity to attend various Professional Learning at Brooklyn North Field Support Center such as:

- Dual Language Planning (July 13, 2018 and July 27, 2018)
- Harmony (July 13, 2018)
- ENL Teacher Boot Camp (July 16, 2018 and July 17, 2018)
- Guided Reading (July 18, 2018)
- Supporting ELLs in Math (July 23, 2018 and July 24th 2018)
- Morning Meetings (August 7, 2018 and August 8, 2018)

Throughout the school year, we will be attending monthly ENL Cohort Meetings which are held every third Friday on the following dates: 10/19/18, 11/16/18, 12/21/18, 1/18/19, 2/15/18, 3/15/19, 5/17/19, and 6/21/19.

On September 7, 2018 we will be hosting a full day, district-wide Estrellita training open to the Dual Language teachers, ENL Coordinator, and the ENL teacher.

On September 21, 2018, Ms. Boker from Brooklyn North will continue her Professional Learning series of Co-Teaching/Planning with the ENL Cohort and collaborating teachers.
Part C: Professional Development

Teachers will also attend the 42nd Annual SABE Teacher Institute in the spring of 2019. Teachers will be afforded the opportunity to participate actively in a wide variety of workshops and presentations on best pedagogical practices for bilingual and ENL learners. Teachers will turn key information presented at this conference during common planning time across all grades and during our ENL Cohort Meetings. Professional Development will be offered to our teachers during the Chancellor's Conference Day in November, PDs by DELLS, Lunch and Learns, grade level conferences, and monthly ENL Cohort meetings. The topics to be discussed this year will be as follows:

- Analyzing the NYSESLAT Data (1 hr. September 2018) by K. Minogue, Assistant Principal/ENL Program Supervisor. Teachers will become aware and knowledgeable about NYSESLAT scores and understand the implications of the data. The ENL Coordinator will help analyze data to best group the students for daily instruction. This will ensure that the ELLs receive instruction that is appropriate to their level.

- Language Progressions- What They are and how to use Them (September 2018) by Ms. Aguinaga, ENL Coordinator. This will help plan effective lessons that will benefit all levels of ELLs, teachers will attend this PD that will equip teachers with different ideas and activities for each progression with activities on their level. The students can then receive instruction that is accessible.

- Using Curriculum, Assessment Measures, Instructional Strategies and Scaffolding for Reading/Writing (1 hr. November 2018). Teachers will gain new strategies for scaffolding reading and writing for the ELLs. This will help our ELLs gradually gain independence as the scaffolding changes based on the assessments.

- Addressing the Four Modalities of the NYSESLAT (1 hr. January 2019) by L. Aguinaga, ENL Coordinator and Ms. Ha, ENL Lab Teacher. The presenters will help all the ENL teachers become aware of what the four modalities of the NYSESLAT are testing for. This in turn will help teachers plan for specific lessons that incorporate listening, reading, speaking, and writing which will ensure that the children are practicing all four modalities as much as possible.

- Infusing Technology into All Lessons (1 hr. January 2019) by Mr. Videtto, Media Specialist. The ELLs will benefit from the teachers attending this PD by boosting engagement, as technology sparks student interests.

In addition, teachers will be provided with reference books on best ENL practices. A focus group will be formed to address questions, concerns, and explore the implementation of strategies and techniques for helping ELLs to raise academic achievement in the classroom.

All PD sessions will have an agenda outlining the focus of the meeting as well as a sign-in attendance sheet. Those agendas and sign-in sheets will then be organized and kept in the ENL Coordinator's office in a binder as record maintenance.
Part D: Parental Engagement Activities

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

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

Begin description here: 

In order for our parents to help their children develop a love for learning, and to keep them informed and engaged, we will provide various opportunities to support and collaborate with them.

Three parents will be invited to participate in the 42nd anniversary of NYSABE Conference provided by the New York State Association for Bilingual Education. This conference will take place in the spring of 2019. By attending this conference, parents will be better informed about their children’s education and opportunities available to them. It will also allow them to reflect upon the importance of their involvement and the critical role they play in their child's educational process.

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

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

- September 2018, “Informational Session on Title III” to serve as a Parent Orientation that shares the academic and attendance expectations of the ELL Academy. It will be led by the ENL Academy Teachers and the school administrators.

- December 2018, “Love of Writing” facilitated by the Media Specialist. This workshop is intended to provide parents with ideas on how to ignite a love of writing in their children.

- January 2019 "Technology and ELLs" facilitated by Mr. Videtto. Different websites, programs, and apps that can help language development will be shared with the parents.

- March 2019 "NYSESLAT Informational Session" hosted by Ms. Aguinaga and Ms. Ha to inform parents of the components of the test as well as strategies and tips.

In addition, the ENL Team is tentatively scheduling parent workshops that are open to all ELL parents on the first Tuesday of every other month starting in October, December, February, April, and June. Various topics will be covered.

Parents will be notified of these activities through letters sent home as well as announcements in the monthly school newsletter. The letters will be translated in the parent's preferred languages. We will create a binder to maintain records with proper agendas, attendance logs, and copies of the invitations. It will be kept in the ENL Coordinator's office.
### Part E: Budget

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

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td>$9097.50</td>
<td>Five Teachers x 3 hours = 15 hours per week</td>
</tr>
</tbody>
</table>
### Part E: Budget

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

Allocation Amount: $______

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td></td>
<td>15 hours x $60.65 (with fringe) x 10 weeks = $90,975.50</td>
</tr>
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</table>

2018-19 CEP
### Part E: Budget

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<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchased services 1.</td>
<td>$1305.15</td>
<td>3</td>
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Part E: Budget

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<table>
<thead>
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<th>Allocation Amount: $______</th>
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<tbody>
<tr>
<td>Budget Category</td>
<td>Budgeted Amount</td>
</tr>
<tr>
<td>$185.15</td>
<td>Estrella Professional Development</td>
</tr>
</tbody>
</table>
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: $______

<table>
<thead>
<tr>
<th>Budget Category</th>
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</table>


**Part E: Budget**

**For schools not conceptually consolidated only.** Ensure that your Title III budget matches your Title III Plan.

**Allocation Amount: $**

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplies and materials 2.</td>
<td>$2,190.15</td>
<td>Notepads, highlighters, copy paper, pencils, fol...</td>
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</tbody>
</table>
## Part E: Budget

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

Allocation Amount: $_____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
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<tr>
<td></td>
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</table>

3. Crayons
Part E: Budget

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

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title</th>
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</table>
Part E: Budget

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

<table>
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<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
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</table>

Allocation Amount: $______

4.
Part E: Budget

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

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
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</thead>
<tbody>
<tr>
<td>Educational Softw</td>
<td>$299.95</td>
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</table>
**Part E: Budget**

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

Allocation Amount: $___

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
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<tbody>
<tr>
<td>Writing A-Z</td>
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</tr>
<tr>
<td>Vocabulary A-Z</td>
<td>$39.95</td>
<td></td>
</tr>
<tr>
<td>EL Edition</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2018-19 CEP
### Part E: Budget

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

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title</th>
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<td>A-Z $600.00</td>
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<tr>
<td>A-Z $109.95</td>
<td>Travel</td>
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<tr>
<td>$1265.25</td>
<td>Other</td>
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</tbody>
</table>
**Part E: Budget**

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<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Parental SA BE Invitations</strong></td>
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</table>
### Part E: Budget

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

<table>
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<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$140.25</td>
<td>Refreshments for Culinatining Celebrations with...</td>
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</tbody>
</table>
**Part E: Budget**

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

<table>
<thead>
<tr>
<th>Allocation Amount: $ _____</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Budget Category</strong></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
</tr>
</tbody>
</table>

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2018-19 CEP
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT  
GRADERS K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>32</td>
<td>Brooklyn</td>
<td>274</td>
</tr>
</tbody>
</table>

School Name: Kosciuzko

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

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Maritza Ollivierra</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Karen Minogue</td>
</tr>
<tr>
<td>Coach</td>
<td>Renee Bacchus</td>
</tr>
<tr>
<td>ENL/ESOL Teacher</td>
<td>Lourdes Aguinaga, ENL Coordi</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Madeline Robles</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Yera Ha, ENL Teacher</td>
</tr>
<tr>
<td>Parent</td>
<td>Monica Barzola</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Michelle Spencer</td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td>Migdalia Surita</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Gayle Gutierrez</td>
</tr>
<tr>
<td>Field Support Center Staff Member</td>
<td>type here</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Sheila Gorski</td>
</tr>
<tr>
<td>Other (Name and Title)</td>
<td>Aimee Perez/AP, John Zuzeck/AP</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Description</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified ENL teachers currently teaching in the ENL program</td>
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</tr>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
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</tr>
<tr>
<td>Number of teachers holding both content area/common branch and TESOL certification</td>
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</tr>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
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</tr>
<tr>
<td>Number of teachers holding both a dual language and TESOL certification</td>
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</tr>
<tr>
<td>Number of certified ENL teachers currently teaching in a bilingual program</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers holding both a self-contained ESL class and TESOL certification applicable to grades K-6</td>
<td>0</td>
</tr>
<tr>
<td>Number of special education teachers with bilingual extensions</td>
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</tr>
</tbody>
</table>

D. Student Demographics

<table>
<thead>
<tr>
<th>Description</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of students in school (excluding pre-K)</td>
<td>499</td>
</tr>
<tr>
<td>Total number of ELLs</td>
<td>105</td>
</tr>
<tr>
<td>ELLs as a share of total student population (%)</td>
<td>21.04%</td>
</tr>
</tbody>
</table>
Part II: ELL Demographics

A. ELL Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>Dual language program (DL)</td>
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<td></td>
<td>0</td>
</tr>
<tr>
<td>Freestanding ENL</td>
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<td></td>
<td>0</td>
</tr>
</tbody>
</table>

This school offers (check all that apply):

- Transitional bilingual education program (TBE) [ ] Yes [ ] No
  If yes, indicate language(s):
- Dual language program (DL) [ ] Yes [ ] No
  If yes, indicate language(s):
  - English
  - Spanish

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

P.S. 274 uses the following assessments tools to guide instructional planning for our ELLs:

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

2. What structures do you have in place to support this effort?

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

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?

P.S. 274 uses the following summative assessments:
- MOSL
- NYS ELA / Math
- NYS Science
- ENL Thematic Benchmarks
- EOY Performance Tasks

4. What structures do you have in place to address interventions once the summative data has been gathered?

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

5. How does your school use 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.]

RTI and AIS: For each English Language Learner who scores below specified levels of performance on the annual English Language Proficiency Assessment, we will determine the additional support services to provide the students, taking into consideration evidence such as:
- Number of years of instruction in a bilingual education setting or an English as a New Language program
- English and home language literacy
- Content area and social-emotional support needs of students with inconsistent/interrupted formal education (SIFE)
- English and home language literacy needs of long-term ELLs
- Results from the NYSESLAT
- Content area teacher recommendation
- Parent or guardian request
- Sample of student work in English and, if possible, in the home language
- Learning style

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].
- NYSESLAT
- NYS ELA / Math
- MOSL

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

To disseminate our findings and make adjustments to our program, we create a Cohort Class at a Glance by grade for all of the ELLs. We share information the following with our teachers such as: what the student scored on the past ELA / Math state test (when applicable) and their NYSESLAT proficiency level. We also share a "toolkit" of strategies that can be useful for working with ELLs that we share with all teachers and service providers and support staff. With the data that we collect we also adjust
our groups when we push-in and create goals for each student. Using this data, we then decide what programs our Title III will best support our students and how to allocate our funds (i.e. Phonics, Writing, etc).

### Part IV: ELL Programming

#### Programming and Scheduling Information

1. **How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).**

   a. **Freestanding ENL program.**

      Our school provides our ELL population with programs and services mandated by CR Part 154 as per parental option. We currently have a push-in/pull-out program model for grades K-5. The students are grouped heterogeneously with mixed proficiency levels by grade. We calculate the minutes for each student and enter this information into STARS. The minutes of service are based on each student’s proficiency level (360 minutes for the Entering and Emerging students, 180 for the Transitional and Expanding students, and 90 minutes for the Commanding students). The minutes are met through both standalone ENL services and push-in services. In each class, students are grouped according to their proficiency levels and targeted with differentiated instruction within small groups. Across all grades, we have adopted the Team Teaching model where the classroom teacher and the ENL Coordinator and ENL teacher plan together and co-teach during the ENL periods. For our students with disabilities, we use a push-in and pull-out program. Once a week, all ELLs receive an additional period of extra support from the ENL teachers to prepare them for the upcoming NYSESLAT.

   b. **TBE program. If applicable.**

      Based on parent selection, our school currently does not have this program at this time.

   c. **DL program. If applicable.**

      For the 2017-2018 school year, we are starting a Spanish-English dual language program in Kindergarten. We will be using the self-contained model. We will use the alternate day model, where the language of instruction changes on alternative days (for example, Monday-English, Tuesday-Spanish, Wednesday-English, etc). The room will be color-coded in red/blue to help children identify where to find charts, Word Walls, libraries, etc. for each language. The class will be grouped by 50% ELLs and 50% English proficient students.

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

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

      In grades K through S, students receive mandated units of ENL instruction in accordance with the individual students’ results on the NYSESLAT as required by Commissioner’s Regulation Part 154 from the ENL Coordinator and ENL teachers. Each unit of instruction equals 50 minutes. ELLs at the Entering and Emerging levels will receive a total of 360 minutes of study per week, divided into a combination of Stand-Alone ENL and 1 unit of integrated ENL. ELLs at the Transitioning and Expanding levels will receive a total of 180 minutes per week, using the Integrated model. Students at the Commanding level will receive 5 units of study per week of Integrated ENL in ELA or content area, or other approved services for an additional 2 years. In our Dual Language Program, ELLs would receive content area instruction for 50% of the academic day in English and 50% in the other language. Our goal would be for all students to build academic skills in their native language and eventually master these skills in their new language. In the event of opening a TBE program, instruction would be provided per the guidelines as stated on CR Part 154-2 (K-8) Transitional Bilingual Education Program.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

All content areas are delivered in English using ENL methodologies and instructional strategies with language development support in the students’ native language. We are currently using the focus programs NYC recommended: Ready Gen and Go Math. The Go Math materials are available in Spanish, which include reference books, student journals, and a technology component. The ENL teacher is providing content area support in Social Studies and Science according to CR Part 154 to meet students' needs. Teachers maintain a native language classroom library with age-and grade-appropriate books that reflect the current unit of study. Students are provided with bilingual dictionaries and glossaries, technology enrichment in the native language, and a buddy system to provide support for newcomers. Teachers with groups of ELLs who have a common native language organize collaborative tasks that target content and generate interactions in the native language among peers. We ensure that ELLs are appropriately tested in their native language by conducting an informal assessment in listening, speaking, reading and writing to evaluate how literate the child is in their native language. We also use the Spanish LAB as a tool of assessment to evaluate their proficiency levels in their native language. The instructional practices are aligned with the Common Core across all content areas. Cooperative learning strategies are utilized in addition to scaffolding to ensure that all learning styles are addressed. ELLs are encouraged to think critically, solve problems, and communicate both orally and written in the language of instruction. Engaging students in real-world experiences enable them to place context to the language they are learning. These tasks are given to allow students to apply the content they have learned. Accountable talk is encouraged to enhance language proficiency through discussion by modeling language acquisition for students. Lessons are differentiated and choices are given to students to provide multiple entry points for taking in information.

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

To ensure that our ELLs are appropriately evaluated in their native language, they are permitted to use their native language abilities to complete tasks. They are also allowed to express their knowledge in the language they are most familiar with when being assessed. By allowing our students to use their native language to process their answers during assessments, our knowledge of their understanding would be more accurate. For the Dual Language program, students are being assessed in both Spanish and in English for all content areas. This will show their progress in their home language and identify areas of strength and growth.

5. 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

For each subgroup, we have identified an instructional plan for the year 2017-2018. A. School Plan for SIFE – Students with Interrupted Formal Education
   • Teachers incorporate more visuals into their lessons
   • Pacing of lessons is modified to meet the students’ individual needs
   • Daily use of computers to link language to the content areas
   • Students are exposed to culture through field experiences, and additional music and art classes
   • Students receive the mandated units of ENL
   • Students participate in Visual Thinking Strategy lessons to improve critical thinking and language skills through discussion of visual images
   • Students are offered an opportunity to attend the Title III ELL After School Program
   • Students are assigned a peer mentor

B. School Plan for Newcomers 0-3 years
   • A newly arrived student is assigned to an adult mentor who acclimates him/her
to the school environment • A buddy student is selected as a peer tutor • Each student is provided with a welcome packet, which includes word cards with visuals • ENL coordinator contributes to the Monthly Parent Newsletter by offering suggestions on how parents can assist their children • Students are offered the opportunity to attend the After School ELL Program (Wednesdays and Thursdays) to strengthen and enhance content vocabulary, further develop writing skills, and integrate technology • Each student receives the mandated units of ENL • Electronic talking dictionaries, glossaries, native language books, and technology are provided (Elmos, laptops, iPads, and SMART Board) • Differentiated instruction takes place for these students in all content areas based on their needs and strengths in language acquisition and conceptual development C. School Plan for Long-term ELLs with Extension of Services (4-6 years) • Analyze data and identify the causes for long-term status, then provide Academic Intervention Services (AIS) support in the areas of need • Scaffold instruction to allow students a chance to apply their prior knowledge to improve comprehension • Use content area vocabulary and maintain expectations for students to use it in all four language modalities • Implement Depth of Knowledge questions to develop higher order thinking skills and questions • Differentiate instruction in all content areas D. Long-term ELLs (completed 6 years) • Analyze data and identify the causes for long-term status, then provide RTI support in the areas of need by targeting focused lessons in reading and writing by using graphic organizers, paired instruction, small group instruction, and technology • Administer ongoing assessments by all service providers so that educational plans can be continuously modified to meet the needs of each student. E. We continue supporting our former ELLs for two years after they reach proficiency. We also ensure that they receive extended time during all assessments throughout the year. In addition, they are offered the opportunity to participate in any available after school program.

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

ELLs who have been identified as needing an Individual Education Plan or as a student with special needs will have an action plan designed by a team which includes the classroom teacher, the IEP teacher, and the ENL teacher. These instructional plans for students with disabilities will take into account the student’s instructional goals, the language in which special education and services are delivered, and their challenges determined by the student’s NYSESLAT or NYSITELL. ELLs with an IEP and ELLs who are also students with disabilities (SWD) receive accommodations as appropriate. These students are not exempt from the NYSESLAT, but may use the test modifications and accommodations as detailed on their IEP when taking the test. ELLs with disabilities will receive the required units of ENL services specified in CR Part 154. The special education teacher, the IEP teacher and the ENL teacher will communicate to align instruction to ensure the student’s educational goals stated on the IEP are met in the least restrictive environment. All providers of ELLs use visuals, manipulatives and other concrete materials for all content areas. In addition, teachers will differentiate center activities and provide hands-on experiences allowing for student choice. During writing, students will be provided with writing frames (language patterns) and paper choice. Academic vocabulary will be enhanced through instruction strategies such as the use of realia and manipulatives. All assessments will be analyzed by this team and action plans will be revisited to address the student’s next steps. These students will use the Common Core aligned “Ready Gen” and “Go Math” programs where students will receive daily language support and build comprehension skills. These programs contain technology components to provide additional scaffolds. For the Dual Language program, teachers will give each student an iPad to promote engagement and language development. ELLs throughout all grades will have access to Brain POP and Brain POP jr. as well as Learning A-Z.

7. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
The ENL teacher pulls out and services students in ICT and self-contained Special Education classes for the mandated ENL minutes. All ELL students and Students With Disabilities are offered a chance to participate in our after school programs which provides additional support through content lessons while addressing the proficiency needs of the students.

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

Our ELL population is provided with a variety of intervention strategies across all content areas. We have purchased the Spanish version of the Go Math curriculum in order to meet the needs of those students who have just arrived to the country
or those who still feel more comfortable using a text book in their native language. Teachers offer language development and support for Science and Social Studies in the native language when same language grouping if possible. Throughout the day, small group instruction is provided with a focus on student needs. To further enhance the Social Studies curriculum and Science curriculum, the visual arts teacher collaborates with the classroom teachers to have art units aligned with those content areas. An ELL After School Academy is offered for ELLs in grades K-5. The focus of the academy will be determined after analyzing the NYSESLAT data. Programs will provide the students with the opportunity to enhance their prior knowledge and strengthen their vocabulary through hands-on visual arts projects and theatrical performances. The subgroups for the after school academy include: Kindergarten is Entering and Emerging; 1st and 2nd grade is Transitioning and Expanding; 3rd to 5th is Expanding.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
This year, we will continue to use our Common Core aligned programs in reading and math. (Literacy: Ready Gen; Mathematics: Go Math!). We started using Fundations in grades K-2 for Phonics. In addition, we used the Teachers College Writing Program. Common planning sessions are built into our daily schedule to allow collaboration between ENL and monolingual teachers on each grade level. This time allows us to ensure that content area instruction is consistent and addresses the needs of our ELL students. Additionally, the ELL cohort now meets bi-monthly. This helps ENL teachers create an action plan each month focusing on creating an eight-week action plan addressing each modality. This cohort receives a variety of professional development sessions on ENL strategies and scaffolding to strengthen their instructional practices. Lastly, our Dual Language program will be starting with Wonders for ELA and Go Math in Spanish and in English for math based on the recommendation of our partnership with P.S. 123. In addition, our ENL teachers provide a weekly NYSESLAT preparation period for all ELLs. An eight-week action plan addressing each individual modality prepares students for the upcoming NYSESLAT. In our After-School Academy, we will continue to incorporate the content academic vocabulary. This year, we will have the following programs: Sounds in Motion, Preventing Academic Failure (PAF), and Reading Comprehension through Content Areas. We will continue to incorporate the Visual Thinking Strategies to strengthen students’ oral and written language.

10. If you had a bilingual program, what was the reason you closed it?
No programs will be discontinued at this time.

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All ELLs are afforded equal access to all school programs and they have equitable access to grade level curricula. Supplemental programs are as follows: ELL After School Academy (grades K-5); AIS After School (grades K-5); Chorus (grades 4-5); Spring Break Camp; ELA, Math, and Science (grades 2-5); Stem Initiative (grades 4-5); Brooklyn Arts Council (grade 3); City Parks (grade 4); Partnership with Suny Geneseo (grade 2); A+ Mobile Solutions (grades K-5); Cookshop (grades K-5); Brooklyn Academy Music (grades K-5) and New Victory Theater (grades K-5). At the midpoint and culmination of each program parents are invited to participate in a family celebration.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
A wide variety of instructional materials are used to support our ELL students. All classrooms and the ENL Lab are equipped with materials to support the development of language acquisition and content skills. ENL classroom libraries include books in the student’s native language to support literacy development. Technology in the classrooms include: a SMART board, iPads, lap tops, printers, listening centers, talking dictionaries, and Elmo’s to enhance the presentation of lessons, support student learning, and offer multiple entry points. Interactive smart board lessons are developed to engage ELLs across all grades and content areas. Audio books are often used to help support struggling readers and newcomers. Video cameras will be used to enhance ENL listening and speaking strands.

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

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
Our ELLs receive the required services, resources, and accommodations according to their appropriate age, grade level, Fountas & Pinnell reading levels and level of English proficiency. Students are taught the content areas by their current level using multiple entry points, taking into consideration their reading level and English proficiency. The school ensures this is done by analyzing and keeping track of all the data and assessments.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?
We do not currently share a building at this time.

16. 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).
Before the beginning of the school year, we hold Parent Orientation for ELLs and Open House. We create a Welcome to School folder for new ELLs which includes a map of the school and useful words/phrases to know. They are also assigned a buddy that will help them adjust to their new school life. Students who newly enroll throughout the school year are encouraged to participate in after school programs, such as ELL Academy. Our librarian also informs parents of the resources available, such as Open Hours and the bilingual section. The Parent Coordinator hosts workshops throughout the year to let parents know of programs such as Homework Helper.

17. What language electives are offered to ELLs?
We do not offer language electives at our elementary school.

18. 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. The dual language model we will use is the self-contained model. The EPs and the ELLs are integrated 100% of the instructional day.
   b. Each core content area is taught in English and Spanish.
   c. Each language is separated for instruction by day, as we will be using the alternate day model. In addition, the room will be physically divided and color-coded English (blue) and Spanish (red) sections.
   d. Emergent literacy will taught in a sequential model depending on the child's L1 (Spanish for ELLs, and English for EPs).

### 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 and non-pedagogic staff.) 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?
Professional development and support for school staff (including administrators, teachers, paraprofessionals, the guidance counselor, the School Based Support Team, speech therapists, the secretary, occupational/physical therapists, and the Parent Coordinator) will be ongoing throughout the school year. Workshops will be offered periodically during the mandated Monday PD sessions and Professional Development days. Topics for these ELL workshops are as follows:

- What is ENL Instruction? – strategies/methodologies (September 11, 2017)
- Unpacking the NYSESLAT & Implications for Instruction (September 2017)
- Analyzing Assessments and our ELL Population (NYSITELL/NYSESLAT) (September 2017)
- Developing Writing Rubrics (October 2017)
- Implementation of CR Part 154 (November 2017)
- Helping ELLs Write Across all Content Areas (November 2017)
- Using Technology to Create Interactive Lessons to Engage ELLs (November 2017)
- Analyzing Assessments and our ELL Population (NYSITELL/NYSESLAT) (September 2017)
- Scaffolding Writing Lessons for ELLs (December 2017)
- Distinguishing Language Acquisition from Learning Disabilities
- Creating Sentence Stems and Language Objectives for MATH (January 2018)
- Rigor and Engagement in the Classroom (March 2018)
- How to Use Assessments (April 2018)

In addition, Our ENL/Bilingual teachers and administrators will attend the annual SABE Teacher Institute in the spring of 2018. They will be afforded the opportunity to participate actively in a wide variety of workshops and presentations on best pedagogical practices for bilingual and ENL learners. These teachers will turnkey the information they receive at the next vertical cohort meeting as well as their next grade level meeting.

In addition to all the professional learnings listed above, teachers are afforded the opportunity to attend sessions offered by DELLSS and the Brooklyn North Field Support throughout the year.

2. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to ELL Policy and Reference Guide, Professional Development section.

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

Parental Involvement

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

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

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

P.S. 274 provides support and technical assistance in planning and implementing effective parental involvement activities to improve student academic achievement and school performance. Some of the activities our ELL parents are invited to
participate are:• Family Literacy night• Family Math night• Fall Festival
  • Curriculum Night
  • Day in a Life series (Fall and Spring)
  • Wellness Night
  • Annual Open House
  • Star Awards
  • Transitioning to Middle School
  • Understanding the CCLS series
  • Understanding their child’s results on the NYS, ELA/Math

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

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

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:
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Maritza Ollivierra, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
# Part VI: LAP Assurances

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maritza Olliviera</td>
<td>Principal</td>
<td>Signature</td>
<td>06-30-17</td>
</tr>
<tr>
<td>Karen Minogue</td>
<td>Assistant Principal</td>
<td>Signature</td>
<td>06-30-17</td>
</tr>
<tr>
<td>Migdalia Surita</td>
<td>Parent Coordinator</td>
<td>Signature</td>
<td>unavailable</td>
</tr>
<tr>
<td>Lourdes Aguinaga</td>
<td>ENL/Bilingual Teacher</td>
<td>Signature</td>
<td>06-28-17</td>
</tr>
<tr>
<td>Monica Barzola</td>
<td>Parent</td>
<td>Signature</td>
<td>6-28-17</td>
</tr>
<tr>
<td>Yera Ha</td>
<td>Teacher/Subject Area</td>
<td>Signature</td>
<td>6-28-17</td>
</tr>
<tr>
<td>Michelle Spencer</td>
<td>Teacher/Subject Area</td>
<td>Signature</td>
<td>6-28-17</td>
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<tr>
<td>Renee Bacchus</td>
<td>Coach</td>
<td>Signature</td>
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<tr>
<td>n/a</td>
<td>Coach</td>
<td>Signature</td>
<td>n/a</td>
</tr>
<tr>
<td>Madeline Robles</td>
<td>School Counselor</td>
<td>Signature</td>
<td>6-28-17</td>
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<tr>
<td>Sheila Gorski</td>
<td>Superintendent</td>
<td>Signature</td>
<td>Pending review</td>
</tr>
<tr>
<td>NA</td>
<td>Field Support Center Staff Member</td>
<td>Signature</td>
<td>Pending review</td>
</tr>
<tr>
<td>NA</td>
<td>Other</td>
<td>Signature</td>
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<td>NA</td>
<td>Other</td>
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<tr>
<td>NA</td>
<td>Other</td>
<td>Signature</td>
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</tbody>
</table>
The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
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<tbody>
<tr>
<td>(*Primary)</td>
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* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance, and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

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

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.
Analysis of our (RHLA) Home Language Report shows that 43.1% of our parents require oral interpretation and written translation of school distributed materials in the following languages: Arabic, 1%; Bengali, less than 1%; Haitian-Creole, less than 1%; Spanish, 41%; Tibetan, less than 1%.

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic</td>
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<td>Bengali</td>
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<td>Haitian-Creole</td>
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<td>Spanish</td>
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<tr>
<td>Tibetan</td>
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</table>

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The following documents require translation: Curriculum Night, Notices of Parent-Teacher Conferences held in November, March and May; Monthly PTA meetings; Monthly Newsletters; Monthly Calendars; Notices of Special Events, Parental Consent forms; Invitations for AIS and Enrichment Programs; New York State Testing Dates, per the testing schedule.</td>
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</table>

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, when they will occur, and plans to provide interpretation at those meetings.
<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In order to foster a strong parent-school partnership, every Tuesday afternoon from September to June is devoted to teachers and support staff meeting with parents to discuss critical information about their children's education. A curriculum night is scheduled for September. Parent-Teacher Conferences are scheduled for November, March and May. Middle school application process for our 5th grade parents is offered in October by our Guidance Counselor. To improve our students attendance rate, our family worker, makes daily outreach to parents.</td>
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</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

According to Section VII of the Chancellor's Regulations A-663 parents will be notified as follows:

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

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

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