



**P.S. 169
THE SUNSET PARK SCHOOL
2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: (15K169)
ADDRESS: 4305 7TH AVENUE
TELEPHONE: 718 - 853 - 3224
FAX: 718 - 633 - 9621**

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Part B. School Demographics and Accountability Snapshot

SECTION IV: NEEDS ASSESSMENT

SECTION V: ANNUAL SCHOOL GOALS

SECTION VI: ACTION PLAN

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

APPENDIX 9: TITLE I, PART A - SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P.S. 169 **SCHOOL NAME:** The Sunset Park School

SCHOOL ADDRESS: 4305 7th Avenue, Brooklyn N.Y. 11232

SCHOOL TELEPHONE: 718- 853-3224 **FAX:** 718- 633-9621

SCHOOL CONTACT PERSON: Jennifer Gonzalez-Funes **EMAIL ADDRESS:** jgonzalezfunes@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Rosalinda Vasquez

PRINCIPAL: Josephine Santiago

UFT CHAPTER LEADER: Luis Perez

PARENTS' ASSOCIATION PRESIDENT: Marcela Mitanyes

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

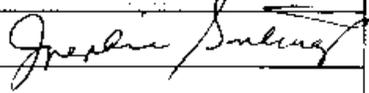
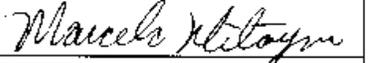
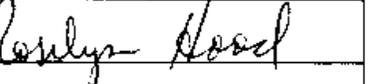
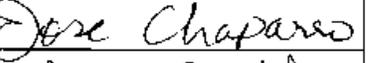
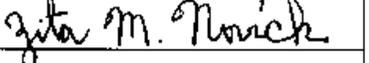
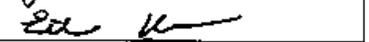
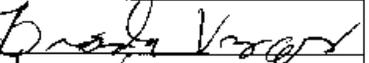
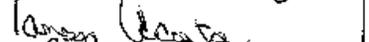
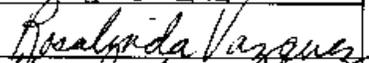
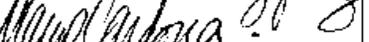
DISTRICT: 15 **SSO NAME:** CLSO

SSO NETWORK LEADER: Irma Marzan

SUPERINTENDENT: Anita Skop

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Josephine Santiago	*Principal or Designee	
Luis Perez	*UFT Chapter Chairperson or Designee	
Marcela Mitanyes	*PA/PTA President or Designated Co-President	
Rawle Bissoo	Title I Parent Representative (suggested, for Title I schools)	
Roslyn Hood	DC 37 Representative, if applicable	
	Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	
	CBO Representative, if applicable	
Jose Chaparro	Member/Clusters/AIS	
Zita Novick	Member/Teacher Leader/AIS	
Eileen Han	Member/Parent Grade 2	
Brenda Vazquez	Member/Parent	
Vanessa Acosta	Member/Parent	
Rosalinda Vazquez	Member/	
Marfo Cardona	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Public School 169 is nestled in the heart of the Sunset Park Community. It serves approximately 1,256 students grades K-5. The majority of the student body, 57.3% is of Latino decent, Asian students comprise 36.2% and White students make up 5.3%. In the span of one decade, the ratio of Hispanic to Chinese to others has gone from 80%:10%:10% to 57%:36%:5%. Roughly 40% of the student population is receiving English as a Second Language services.

Public School 169's motto is "Do not let a child go through our school anonymously." Our staff from principal to kitchen personnel believes that children are capable of achieving excellence and reaching high standards. Despite the fact that we are a very large school, we are a true community school. This has allowed us to foster cooperative partnerships amongst teachers, parents and the community to better ensure a rigorous standards-based instructional program for all our students. Engaging professional and parental development is in place to support our instructional program so that we may fulfill our dedication to creating lifelong learners and productive members of our society. Our staff prides itself on consistency, communication, collaboration, commitment, facing challenges and building community.

A number of long-standing community partnerships serve the school. The Lutheran Medical Center and Health Plus, provide on-site medical center facilities. The addition of an onsite dental clinic sponsored by Lutheran Medical Center has been added for the 2009-2010 school year. Virtual Young Men's Christian Association offers after-school homework help and recreation programs. Project Reach Youth in collaboration with Lutheran Hospital serves students K-2 as a literacy program. Other partners include the Sunset Park Recreation Center, the Brooklyn Chinese American Association and the Fifth Avenue Committee, which provides English instruction for adults. This academic year a new partnership has been formed with K – 2 and fosters a parental component. We also participate in community outreach projects aligned with NY Cares and The League Organization.

Above and beyond our outside partnerships, P.S. 169 offers a rigorous curriculum which includes hands-on and authentic student work. Students are provided with the opportunity to engage in enriching activities such as, chorus and the arts. Our school is involved with Project Arts which exposes students to various forms of the arts with ongoing opportunity to explore and expand their talents. Students participate in Ballroom dancing, Talent shows, Dramatic Arts performances and create Mosaic Murals.

Additionally, our school is the recipient of several grants. These grants include: ELL Success Initiative, Parents as Arts Partners, The League, and 21st Century. These grants have

enabled our students and staff to enjoy additional materials, professional development and community building activities. Several staff members have participated in Donor's Choose and have received materials and classroom support items to enhance their instruction.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		P.S. 169 Sunset Park								
District:		15	DBN:	15K169	School BEDS Code:		331500010169			
DEMOGRAPHICS										
Grades Served:		Pre-K		3	√	7		11		
		K	√	4	√	8		12		
		1	√	5	√	9		Ungraded	√	
		2	√	6		10				
Enrollment					Attendance - % of days students attended:					
<i>(As of October 31)</i>		2006-07	2007-08	2008-09	<i>(As of June 30)</i>		2006-07	2007-08*	2008-09	
Pre-K		0	0	0			95.1	95.1	95.9	
Kindergarten		202	228	226						
Grade 1		223	202	258	Student Stability - % of Enrollment:					
Grade 2		185	208	199	<i>(As of June 30)</i>		2006-07	2007-08	2008-09	
Grade 3		172	156	166			92.8	90.4	93.8	
Grade 4		145	156	166						
Grade 5		147	137	166	Poverty Rate - % of Enrollment:					
Grade 6		0	0	0	<i>(As of October 31)</i>		2006-07	2007-08	2008-09	
Grade 7		0	0	0			80.6	84.0	89.1	
Grade 8		0	0	0						
Grade 9		0	0	0	Students in Temporary Housing - Total Number:					
Grade 10		0	0	0	<i>(As of June 30)</i>		2006-07	2007-08	2008-09	
Grade 11		0	0	0			0	3	2	
Grade 12		0	0	0						
Ungraded		0	10	2	Recent Immigrants - Total Number:					
Total		1074	1125	1215	<i>(As of October 31)</i>		2006-07	2007-08	2008-09	
							34	32	34	
Special Education Enrollment:					Suspensions (OSYD Reporting) - Total Number:					
<i>(As of October 31)</i>		2006-07	2007-08	2008-09	<i>(As of June 30)</i>		2006-07	2007-08	2008-09	
# in Self-Contained Classes		32	47	46	Principal Suspensions		0	0	2	
# in Collaborative Team Teaching (CTT) Classes		0	8	17	Superintendent Suspensions		6	1	0	
Number all others		59	63	89						
<i>These students are included in the enrollment information above.</i>					Special High School Programs - Total Number:					
<i>(As of October 31)</i>		2006-07	2007-08	2008-09	<i>(As of October 31)</i>		2006-07	2007-08	2008-09	
CTE Program Participants		0	0	0	Early College HS Program Participants		0	0	0	
English Language Learners (ELL) Enrollment: (BESIS Survey)							Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>		2006-07	2007-08	2008-09	<i>(As of October 31)</i>		2006-07	2007-08	2008-09	
# in Transitional Bilingual Classes		160	176	160	Number of Teachers		74	83	86	
# in Dual Lang. Programs		0	0	0						
# receiving ESL services only		283	306	340						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	22	8	5	Number of Administrators and Other Professionals	7	17	21
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	4	3
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	98.6	100.0	100.0
				% more than 2 years teaching in this school	83.8	74.7	73.3
				% more than 5 years teaching anywhere	73.0	67.5	61.6
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	86.0	82.0	83.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	84.8	97.7	96.2
American Indian or Alaska Native	0.5	0.0	0.1				
Black or African American	1.5	0.8	0.8				
Hispanic or Latino	63.2	61.1	57.3				
Asian or Native Hawaiian/Other Pacific Isl.	27.6	32.4	36.2				
White	7.3	5.7	5.3				
Male	52.3	53.1	52.3				
Female	47.7	46.9	47.7				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:	IGS			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students		√	√	√			
Ethnicity							
American Indian or Alaska Native							
Black or African American		-	-				
Hispanic or Latino		√	√	√			
Asian or Native Hawaiian/Other Pacific Islander		√	√	√			
White		-	-	-			
Other Groups							
Students with Disabilities		√SH	√	-			
Limited English Proficient		√	√	√			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		6	6	5	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	72.9			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	10.4			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	17.4			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	39.8						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	5.3						

KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◇ = Outstanding			
				NR = No Review Required			

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

After conducting a review of P.S. 169's data many performance trends, accomplishments, significant aids and barriers can be identified.

Performance Trends:

- As the 2008-2009 data reflects, P.S. 169 has been removed from **SINI Year 1** school status and now is considered in Good Standing in the area of ELA. However, it is noted that the special education population is increasing each academic year. At present, there are 4 self-contained Special Education classes, 3 CTT classes, 2 SETTS providers and 3 Speech Therapists. Further analysis of the 2008-2009 State Report Card exhibits that this subgroup made Adequate Yearly Progress through the lowest possible means. This subgroup is still faces daily challenges. This school continues to have an increasing number of students with specific and diverse special needs.
- The State Accountability for P.S 169 has been steadily increasing in the area of ELA and Math. In 2008 -2009, 66% of students tested in ELA scored levels 3 and 4. In Math, 86 % have scored levels 3 and 4. As for the NYC Accountability this school received an overall Progress Report grade of A. This is an increase from the previous year's designation of B. However, for the category of student performance the school still lags behind. It is evident that though students are meeting state standards they are not making adequate yearly progress as measured by the City.
- English Language Learners (ELLs) comprise 42% of the schools population. This sub group is transient and range from beginning to advance in language acquisition abilities. So far, the ELLs have met there AMO's as designated by the state. As for the NYC accountability the achievement gap has been reduced in the area of ELA and Math. It is a struggle to maintain student performance due to the revolving door. The number of ELLs has increased dramatically over the last three years. We now have 530 ELL students in grades K-5. Students in testing grades, who are here more than a year, are not exempt from the ELA State Exam. Though they are given accommodations it is not enough as evidenced by the new state rules.

- Performance on the 4th grade State Science exam has increased from 70% to 83%. This resulted from materials ordered to support ELA in the content area of Science. This material was utilized during the 37 ½ mandated small group instruction.
- The 2008-2009 Progress Report reflects that P.S.169 received extra credit for making gains in ***Closing The Achievement Gap***. When analyzing the disaggregated data it is evident that the Asian subgroup outperforms the Hispanic subgroup in both ELA and Mathematics.

Greatest Accomplishments:

- Being removed from the ***Schools in Need of Improvement*** status for ELA. With the support and dedication of the staff P.S. 169 was able to show progress for Students with Disabilities by meeting the Safe Harbor Target.
- P.S. 169 has been designated an “A” school on the New York City Progress Report for 2008-2009.
- Although P.S. 169 services approximately 1,261 students grades K-5, each child is treated on a personal level. Staff members know each child personally and academically. This school is a true community school of Sunset Park.
 - Several of our staff members were students at P.S. 169.
 - Staff members send their own children to our school.
 - The principal is a lifetime resident of Sunset Park and is always accessible.
 - Several retired teachers continue to work here on a part time basis.
 - The administration of our school has been together as a team since 1998, thus creating stability.
 - Student attendance is 95.1%. This is also evidenced in our after school and Saturday Academy programs.
 - 95% of our students speak a language other than English at home
 - The students participate in Love and Care Projects sponsored by the school in collaboration with outside partners to foster civic responsibility.
 - Notices are sent home in English, Spanish and Chinese
- In evaluating performance data over the past decade, it is evident that P.S. 169 has made great strides in ensuring that students meet state standards. In 1999, only 13% of grade 4 students met grade level on the ELA exam. Whereas, in 2009, 64% scored on grade level or above.
- Student performance in the area of mathematics has also increased dramatically. In 1999, only 32% of grade 4 students met standards. Whereas, in 2009, 81% of grade 4 students achieved at or above grade level on the NYS Math Exam.
- This school has many caring and collaborating partners:
 - *Lutheran Medical Center*
 - *Health Plus*
 - *Prospect Park Youth- Virtual Y Program*
 - *Light and Love Home*
 - *Sunset Park Recreation Center- 21st Century After School Program*
 - *5th Avenue Coalition- ESL classes for Parents*
 - *PRY – Project Reach Youth*

Significant Aids/Barriers:

The following are aids to the school’s continuous improvement:

- The principal and her team work very effectively to ensure that their vision for the school is a reality for the students and their families.
- Teachers and administrators cooperate and work well as a team to develop their professional skills and improve outcomes for students.
- A broad curriculum, with its carefully planned thematic approach, engages and supports all students and significantly enhances their learning.
- The staff has knowledge of each student abilities, and is able to track their achievement against grade-level expectations.
- The leadership of the school shows flexibility and creativity in responding to the changing needs of the students.
- The turnaround rate for teachers at P.S. 169 is minimal. This supports consistency for staff and students.

The following are challenges to the school's continuous improvement:

- Large immigrant populations, 530 out of 1,261 students are ELLs. Students arrive daily from other countries, such as China and Mexico. Some students never received formal instruction in their home country.
- Meaningful parental involvement is limited due to a large immigrant population and language barriers, makes it difficult to address the needs and sociological issues of the community; even though the school has bilingual Chinese and Spanish family workers/parent coordinators.
- Community surrounding the school is experiencing a population growth. Hence, the school has 58 classrooms grades K-5. This poses strategic and managerial challenges.
- 10% student mobility rate per year

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

After careful review of P.S 169's need assessment, the following are our goals and instructional priorities:

1. As of June 2009, 66% of our student's, grades 3-5, are meeting standards (Level 3 and 4) in English Language Arts. 70.6% of this same population has made 1 year's progress (as defined by NYC standards) in this academic area. Students with Disabilities met the state AYP through the Safe Harbor Target. Therefore, after analyzing the data our ELA goal is:
 - Increase the percentage of students making 1 year's progress on 2010 ELA.
 - Students making 1 years progress, in grades 4 and 5, will increase to 75% (an overall increase of 5% from 2009)
2. As of June 2009, 86 % of our student's grades 3-5, are meeting standards (Levels 3 and 4). 58.2 % of this same population has made 1 year's progress (as defined by NYC standards) in this academic area. 57.7 % of the students in our school's lowest third in math have made 1 year's progress (as defined by NYC standards), whereas, only 19.6 % of English Language Learners made 1 year's progress (as defined by NYC standards). Therefore, after analyzing this data, our goal is:
 - Support English Language Learners and the students in the lowest third in math instruction.
 - Increase students making progress in the schools lowest third, grades 4 and 5, from 57.7% to 61.0%
3. P.S. 169 will develop grade specific social studies curriculum maps and align them to state standards. Therefore, 5th grade Social Studies exam results will reflect a 2% increase in Level 3 and 4 students.
4. For the 2009-2010 school year, AIS services will be refined to match providers with the individual student needs. Students scoring Level 1 and 2 on Math, ELA, Science and Social Studies state exams will be reduced by 3%.
5. For this coming school year, 2009-2010, the Inquiry Process and analyzed data will be applied by all classroom teachers and AIS providers in lesson planning and classroom activities. 90% of classroom teacher's grades 1-5 (45 teachers) will be involved in the inquiry process and utilize data to inform instruction.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the amount of students making 1 years progress, in grades 4 and 5, to 75%. This is an overall increase of 5% from 2008-2009 ELA state exam results.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Level 1 and 2 students will receive AIS small group instruction for a minimum of 3 times per week and a maximum of 5 times per week. • Level 3 and 4 students will participate in enrichment opportunities during and after school. • Individual student goals will be created and utilized when lesson planning and delivering instruction so that all needs will be met. • AIS Reading Specialist will provide small group instruction 3-4 times a week in Special Education classes. • AIS designated students will receive 2 days (74 minutes) of extra time on task for ELA. • ELL/IEP students will be invited to participate in extended day (Sunset Program) beyond the mandated 37 ½ minutes. This program will focus on ELA comprehension strategies. It will also increase time on task for individual and differentiated instruction • Diverse ELA materials (Literacy by Design) have been ordered to support small group instruction in Special Education classes. • ELA Coaches will be providing professional development for teachers. • Laura Nuss-Caneda from Literacy Inc. will provide staff development to fifth grade. • ELA curriculum calendars will support units of study

	<ul style="list-style-type: none"> • DRA assessment will be utilized to assess and monitor students growth in order to provide flexible, individual academic goals • Acuity and Interim Assessments will be utilized to hone in on specific needs for grade, class and individual students. These will be analyzed at monthly grade conferences.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Title I SWP • C4E funding • IDEA Paraprofessionals/Speech • Fair Student Funding
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Acuity results in ELA (Predictive, ITA) will carefully monitor individual student progress, 4 times a year. • Assessment Binders (classroom teachers and AIS/SETTS providers) will reflect individualized student goals in ELA and benchmark targets. These goals will be updated to reflect successes and areas of concern after each unit of study. • Student work and portfolios will be monitored for growth utilizing rubrics and NYS ELA Standards, 3 times during the academic year. • DRA results will be monitored to show individual student growth from Fall 2009 to Spring 2010. Students will increase by at least 3 DRA levels from September to June.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase 1 years progress from 57.7% to 61.0% ,for students in the school’s lowest third (including ELL students) in mathematics.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • An AIS math provider will support English Language Learners by providing small group instruction 2x a week. • Identify students in grades 4 and 5 in the lowest third citywide in order to provide intervention during the school day and extended day programs. • Monitor math instruction daily to ensure that the 75 minute mandate and academic rigor is evident in grades K-5. • Math problem of the day must be done daily: March to March Coach Test Prep purchased as supplement for grades 3, 4 and 5. • Math professional development provided by Math Coaches in form of model lessons, lesson planning and teaching content. • Provide enrichment to our highest third to ensure that a year progress is made in grades 4 and 5. • Level 1 and low 2’s will serviced by a Math Specialist push in/pull out • Pacing calendar is provided monthly for all grades to include enrichment and remedial activities. • F-Status math Coach to strengthen K-2 mathematics instruction • Process strands will be incorporated into student math activities.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Title I SWP • C4E funding • Children's First
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Acuity results in grades 3-5 will be analyzed for individual strengths and weakness. • Students will show growth from 1st Math Predictive to 2nd Math Predictive. • Unit Benchmark assessment lists will show individual progress and assist in individual goal setting. • Student work, teacher observations and conference notes will demonstrate areas of growth. Student work and portfolios will be monitored for growth utilizing rubrics and NYS Math Standards, 3 times during the academic year.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Title I Fair Student Funding • Tax Levy Fair student Funding • Title I SWP • C4E
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Student work • Social Studies unit projects and assessments • AUSSIE professional development agendas/notes • Student work and notebook entries will be measured against NYS Standards and rubrics. • Teacher made assessments will be administered after each unit. Students will be evaluated based on goals for the unit.

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- AIS meeting agenda/notes
- AIS/Classroom teacher articulation notes
- Acuity Predictive and ITA exams
- Unit Benchmarks for Everyday Math
- DRA2 Assessment results
- Assessment Binders

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Title I SWP • Tax Levy Fair Student Funding • C4E
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Student progress as identified in assessment binders in all classrooms. • Teachers will collect and combine all data in assessment binder to reflect, disseminate and plan for supporting students' individual goals • At the end of each unit the individual student plans will be revised. A check off will indicate which areas were successful and which goal has been met. As well as which goals are ongoing. • Grade Conference Agenda/Notes

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A		Varies based on individual cases	Varies based on individual cases	8 students school wide receiving AIS medical services 2,300 – 2,500 visits per year to clinic
1	35	1	N/A	N/A				
2	35		N/A	N/A	2			
3	48	20	N/A	N/A	3			
4	40	9	40	40	5			
5	20	29	20	66	24			
6								
7								
8								
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>Guided Reading – small groups ; 3-4 x a week during school, <i>Literacy By Design</i> Guided Practice- small groups + whole class 3-4 x a week, during school, before school, after-school and Saturday Academy Guided Writing – small group instruction, 3- 4 x a week during school Essential Reading Skills- Grades 3, 4, 5- Daily small group instruction People’s Education Intervention Kits- 2x a week , extended day 37 ½ minutes</p>
<p>Mathematics:</p>	<p>Small Group Instruction AIS Teacher 3-4 x a week during school, Progress Coach Math F-Status personnel to supplement AIS- 2x a week , small groups during school Extended Day- small group instruction 2x per week 37 ½ minutes Saturday Academy- small group instruction , 12 Saturdays , 2hours- Grades 3, 4, 5 – Scale Score 630-649</p>
<p>Science:</p>	<p>F- Status personnel to supplement AIS- 2x a week , small groups during school Extended Day – small group instruction 2x a week, 37 ½ minutes, <i>People’s Education Intervention Kits (Keep on Reading in Science)</i></p>
<p>Social Studies:</p>	<p>F- Status personnel to supplement AIS- 2x a week , small groups during school</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Provide crisis intervention services as needed (small group, one on one). A total of 32 students are serviced. She is a member of the <i>Comprehensive Pupil Personnel Team</i>. The service is provided during the day through group work. Issues that are addressed are the following: self-esteem, empowerment of self, peer relationship and anger management.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>The school psychologist is an active member of the <i>Comprehensive Pupil Personnel Team</i>. She provides necessary support and staff consults with her on special cases which require her expertise.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>The social worker is an active member of our <i>Comprehensive Pupil Personnel Team</i>. She is our designees for cases that are of high priority and are related to ACS. She is actively engaged with the Special Liaison of the school. Her role is to advocate for parents, provides referrals to agencies and provides short term counseling for at risk children.</p>

At-risk Health-related Services:

The school nurse is at P.S.169, 5 days a week and has a medical assistant. This team services approximately 333 students a month. Annually, their reports indicate that our school nurse has serviced between 2, 300 to 2,500 per year.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

Language Allocation Policy

The following information outlined in this Language Allocation Policy document is intended to provide added details about our schools policy, procedures, teachers and students. The entire fore mentioned are with regards to addressing the needs of our English Language Learners. P.S. 169 has approximately 1278 students with 537 of them designated ELL's. Hence over 42% of our school population receive ESL services.

- Language Allocation Policy Team Members:

- J. Santiago, Principal
 - D. Norat, Assistant Principal
 - Y. Caccamo, ESL Liaison
 - A. Lopez, Bilingual Teacher
 - D. Noriega, ESL Teacher
 - A. Rebutti, ESL Teacher

- Teacher Qualifications:

- 4 ESL certified teachers
 - 14 certified bilingual teachers
 - 3 Special Education teachers with bilingual extensions

To initially identify students who may be ELL's P.S. 169 administers the HLIS, informal interviews in English and in the native language as well as the LAB-R. Students are prescreened by an oral interview with the family liaison (Chinese) or Assistant Principal (Spanish). The student's academic background is checked on ATS and the HLIS form is administered and reviewed to determine language choice. The student is then assigned a class where the LAB-R will be administered. Depending on the results of the LAB-R the students will be reassigned if necessary. All licensed ESL Teachers and self-contained bilingual teachers are responsible for conducting the initial screening. Other members who are responsible for conducting initial screenings are:

- Y. Caccamo, ESL Liaison

- A. Lopez, Bilingual Teacher
- D. Norat, Assistant Principal
- CK Leung, Community Associate
- Y. Leung, Family Worker
- J. Candelaria, Parent Coordinator

Once LAB-R are scored parent letters are sent home notifying parents. These letters are also included the designated bilingual or ESL program and class. Parental request is considered when placing a student in a class. Parent orientation meetings are conducted in three languages where there is open discussion with administration, family workers and ESL Liaison. ESL Liaison is responsible for distributing entitlement letters. Parent survey and selection forms are returned after LAB-R and NYSESLAT forms are completed. At this point if we have a specific bilingual program on site we offer it to the parent. If not the students are given a self-contained, pull-out and/or push-in ESL class.

ELL Students are evaluated annually using the NYSESLAT. Data from the NYSESLAT score aids in developing appropriate instruction programs, mini-lessons and differentiated instruction. Additional academic instruction based on the results of the NYSESLAT sub-test are used to form extended and Saturday instruction.

Programs at P.S. 169

The Bilingual / ESL programs at P.S. 169 provide a nurturing environment that promotes effective teaching and learning, provides rich learning environments with equitable opportunities for learning, encourages and respects the diversity of students, staff and community, and meets the linguistic, social, academic, physical and emotional needs of our ELLs. We believe that a student's native language supports progress in English literacy and is utilized to teach, review, and/or summarize whenever necessary. ELLs are also provided with the same high quality instruction that general education students receive and follow the same curriculum in all subject areas in each corresponding grade.

Currently, the parents at P.S. 169 have been selecting ESL instruction for their children in greater numbers than in past years. In order to honor their requests we have established more ESL self-contained classes. As ELLs progress through the grades, we are transitioning them from bilingual to ESL self-contained classes or into monolingual classes (providing ESL through pull-out programs, if an ELL has not passed the NYSESLAT).

The implications for the LAP are that we must focus on English Language Learning emphasizing reading comprehension skills, sustained reading, and developing writing skills.

Teaching Reading comprehension skills such as: vocabulary building (emphasizing content vocabulary), main idea, sequence, detail, inference, multiple meanings and imagery are emphasized continuously. Building stamina through guided reading and sustained reading, begins in the primary grades. We expose our students to a variety of reading genres, including fiction, non-fiction, poetry, biographies as well as the genres and activities needed for life experiences (e.g. learning about advertisements, newspaper articles, flyers, menus, timetables, etc.) using ESL teaching methodologies and in the native language one period (bilingual classes) daily and / or as needed.

In terms of writing skills, all students need to continue to improve their writing conventions. The need for the use of capitals and punctuation, as well as the identification and avoidance of run-on sentences and fragments is taught continuously as part of the on-going writing process. Modeling and shared writing is an emphasized teaching technique emphasized as a part of the instructional program at all levels.

P.S. 169 has Transitional Bilingual classes in Spanish/English and Chinese/English. Since students are admitted throughout the academic year at all grade levels, our LAP is designed to meet instructional needs/goals based on language acquisition levels not solely on grade levels.

P.S 169 offers ELLs native language instruction in Bilingual classes and as a support when needed in an ESL class/program. Native Language in an ESL class is only utilized strictly for ELLs who are in an early stage of language development. In general, content instruction is provided in the native language for ELLs in grades K-3 (see attached LAP policy). Most native language instruction is provided in language arts and in other subject areas (excluding math and science) which are taught in English using ESL methods and techniques in all bilingual and ESL classes/pull out program.

Throughout the grades, students at the Beginning Level receive 60% of their daily instruction in native language (L1) and 40% in English (L2) in the bilingual classes. As students move to the Intermediate Level the instructional language ratio moves to 50:50. Students in the Advanced Level of language acquisition work in English 75% of the time with the remaining 25% of instruction in the native language.

Using the Balanced Literacy Model of instruction allows for skills which can be transferred to L2 as a student progresses. Overall, the Balanced Literacy Approach is implemented in workshop-style sessions, utilizing the architecture of mini-lessons for teaching varied scaffolded skills and strategies through interactive, collaborative activities in small multiple-sized groups, in order to differentiate instruction. P.S. 169 has also decided that all Math & Science instruction will be done in English, using ESL methodology and the preview/review model with L1 used to scaffold instruction when necessary.

As students move through the language acquisition stages, the use of more content-based vocabulary as well as more contextualized tasks and concepts, are incorporated in additional subjects.

Our self-contained ESL classes conduct all instruction in English. Here again the language acquisition level of the student more than the grade will influence the types of tasks and scaffolds needed to support not only language acquisition but also appropriate content-based instruction.

In both our Bilingual and ESL classes we have found that many new admits have limited or interrupted formal instruction in their native language (L1) especially in grades 3-5. This impedes L2 acquisition, making it more difficult for the students to acquire the necessary skills to develop the English language. However, every effort is made to meet the needs of these students by providing native language instruction whenever necessary.

We also service a number of students in monolingual classes with push-in / pull-out ESL instruction. Instruction is based on content and units of study. Therefore, language acquisition is incorporated into content-based studies and not done in isolation. Students are given the opportunity to experience different reading materials (genres) and put their writing skills to work.

In September, when the LAB-R testing is completed and the Spring 09 NYSESLAT scores are received, the Language Allocation Team meets to review the LAP and make adjustments to meet the needs of the ELL students by assigning ELL students to the most appropriate program.

In Kindergarten and Grade One, bilingual classes will begin the year with a 60% / 40% native language / English split in their instructional program. English will be the language of instruction for Math, Science, Word Work and Foundations. Native language will be used for Reading/Writing Workshop, Social Studies and Native Language Arts.

In Grades 2 and 3, bilingual classroom instruction in September will begin at a 65% English / 35% native language allocation. The additional English instruction is to be used for writing conventional and genres.

In January, after reviewing the student's language proficiency, we move toward a 50-50 split with fewer Reading/Writing workshops in the native language and more of the instruction of Reading/Writing workshops taught in English. In April, teachers will again assess their classes and, if feasible, move to a 55% English/45% native language instructional split.

In January, the 2nd grade will reassess and move to a 70% English / 30% native language breakdown. The 3rd grade will target a 75% / 25% allocation and attempt to move to 80% English / 20% native language by May/June.

In Grades 3 through 5 mostly newly identified ELLs and ELL students who received a Beginners or Intermediate NYSESLAT score in the Spring 2009 remain in a bilingual self-contained or free-standing ESL class. All other ELL students who receive an Advanced score in the NYSESLAT and have one or more years in the NYC public school system are assigned to a monolingual general education class and receive ESL as a 'pull-out' service. ELL identified as having special needs are rendered services according to their IEP. These services are provided by a Special Ed. /Bilingual licensed teacher.

We will utilize our BPS paraprofessionals, our Title 111 paraprofessionals, and our AIS personnel to aid in the differentiation of instruction across the grades. This will give newcomers the added support they will need and allow our advanced proficiency students the opportunity to move ahead towards more difficult tasks. A highly qualified ESL licensed teacher has been hired to provide newcomers grouped by ability in grades 3 to 5. Students are acclimated to the US school system and curriculum. Academic and social skills are addressed.

ELL students receiving services for 4 to 6 years are offered Academic Intervention Services and extended day tutorials. Extended day programs, Saturday Academy and/or clubs continue to implement standard work. (e.g. Sunset Program from 3:30 – 4:00 p.m. Monday – Thursday). They are as follows:

- Sunset Program – (ELA/ Math for all ELLs grades 2-5, 9 classes, 225 students) from October 2009 to May 2010. This program meets four times a week for 30 minutes for 30 weeks. The Sunset Program aims to extend time on task in English Language Arts and Mathematics for the English Language Learner. This service is provided by certified Bilingual or ESL teachers. **Getting Ready for the NYSESLAT and Beyond** will be utilized on the appropriate level during the Sunset Program. It will target instruction in the four communication skills. Vocabulary development will be supported by picture dictionaries and word to word dictionaries.

This extended time program will enhance vocabulary in the content areas as well as developing prior knowledge experiences through class trips to the NY Hall of Science, NY Aquarium and museums. An assembly to celebrate cultural awareness, such as Chinese Acrobats will create opportunities for conversation with a common theme.

- **Saturday Academy**
ELA/Math Saturday Academy (ELLs grades 3-5 who have been in program for at least 1 year and 1 day, 4 classes, 60 students) from January 2010 to May 2010. This program meets for once a week for 3 hours and 15 minutes for 12 weeks. There will be two 3rd grade groups, one 4th grade group and one 5th grade group attending this program. This Saturday academy is designed to meet the needs of English Language Learners that are being tested in ELA and Math on the New York State test. This service is provided by Bilingual or ESL certified teachers and will have a supervisor present. Math vocabulary development will be supported by Velasquez Spanish and English Math Dictionaries. Literacy will be supported through Guided Reading. Teachers will be provided with **Literacy By Design Small Group Complete Package, Guided Reading** in order to support small group instruction.

Form TIII – A (1)(a)

Grade Level(s) K – 5

Number of Students to be Served: 530 LEP 735 Non-LEP

Number of Teachers 25

Other Staff (Specify) 3 (Paraprofessionals) 2 (Bilingual / Pupil Service Interns)

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Language Instruction Program

At P.S. 169 we have three program models for English Language Learners that are based on research demonstrating a strong relationship between first and second language learning. The three program models selected were based on parent requests. Based on the high number of parents who selected ESL classes as a choice for his/her child (ren), we have increased the number of self-contained ESL classrooms. After viewing the "Orientation Video for ELL Parents", prior to the first day of school and throughout the school year, parents are informed of instructional program options.

Identification and evaluation of all English Language Learners (ELLs) begins with the school's registration process. Parents are given the HLIS form and based on the majority of his/her responses, students are tested with the LAB-R for placement in a program and are also pre and post-tested each spring using the NYSESLAT exam. Students receive three/four reports cards yearly and teachers hold parent conferences. There is an ESL folder for each child, which contains student work in reading, writing, and math. Intermittent running records are utilized to determine student's level (when appropriate). Acuity predictive and ITA's are also administered to assist teachers in differentiating English Language Arts and Math instruction throughout the school year. Outcomes of all assessments listed above, as well as results based on NYS exams, are reviewed in June for the student's placement in next year's grade/class.

P.S. 169 has 8 ESL classes, 4 Spanish bilingual classes, 5 Chinese bilingual classes and 1 Special Education Spanish Bilingual class.

Three ESL pull-out program teachers service students in monolingual classes in grades 1-5. Three paraprofessionals services ESL new comers. A variety of programs in P.S. 169 service 530 LEP designated students. These programs are as follows:

- **Bilingual Classes (transitional)**

In our bilingual classes Math and Science are taught using ESL methodology. Bilingual teachers integrate academic content and language learning in a manner that is sensitive to the linguistic and ethnic backgrounds of our bilingual students. The goal is to enable the students to acquire academic language skills while mastering the content necessary for success in meeting standards. These classes use native language instruction for ELA. As we go up in the grades, less native language and more English is used for instruction in ELA. All Bilingual teachers have Bilingual Certification.

- **ESL Classes (self-contained)**

Self-contained ESL classroom teachers provide instruction in English using ESL strategies. The amount and type of standards based ESL instruction provided depends upon the student's language acquisition and proficiency level as determined by the NYSESLAT (LAB-R) and other assessments. Planned instruction includes all 4 communication skills for the diverse levels within the self-contained ESL classes. All ESL classroom teachers are ESL certified.

- **ESL (Pull-out)**

The ESL Pull-out Program targets ELL students currently in monolingual classes from grades 1-5. The students are serviced daily by three licensed ESL providers in a small group setting. These providers conduct ongoing assessments to differentiate instruction based on different needs and strengths. The goal is to mainstream our upper level ELL students while providing academic language acquisition to achieve and sustain academic success in all English classroom setting.

Supplemental Title III programs will take place from October 2009 - May 2010 in grades 2 – 5. They will provided by certified ESL/Bilingual teachers These programs are such as:

- **Extended Time Program**

Sunset Program – (ELA/ Math for all ELLs grades 2-5, 9 classes, 225 students) from October 2009 to May 2010. This program meets four times a week for 30 minutes for 30 weeks. The Sunset Program aims to extend time on task in English Language Arts and Mathematics for the English Language Learner. This service is provided by certified Bilingual or ESL teachers. ***Getting Ready for the NYSESLAT and Beyond*** will be utilized on the appropriate level during the Sunset Program. It will target instruction in the four communication skills. Vocabulary development will be supported by picture dictionaries and word to word dictionaries.

This extended time program will enhance vocabulary in the content areas as well as developing prior knowledge experiences through class trips to the NY Hall of Science, NY Aquarium and museums. An assembly to celebrate cultural awareness, such as Chinese Acrobats will create opportunities for conversation with a common theme.

- **Saturday Academy**

ELA/Math Saturday Academy (ELLs grades 3-5 who have been in program for at least 1 year and 1 day, 4 classes, 60 students) from January 2010 to May 2010. This program meets for once a week for 3 hours and 15 minutes for 12 weeks. There will be two 3rd grade groups, one 4th grade group and one 5th grade group attending this program. This Saturday academy is designed to meet the needs of English Language Learners that are being tested in ELA and Math on the New York State test. This service is provided by Bilingual or ESL certified teachers and will have a supervisor present. The supervisor will ensure quality of instruction, safety and security of students and teachers. The supervisor will begin 15 minutes earlier to open the building and prepare the classes and rosters and stay for 30 minutes longer to ensure that all the students are picked up. Math vocabulary development will be supported by Velasquez Spanish and English Math Dictionaries. Literacy will be supported through Guided Reading. Teachers will be provided with **Literacy By Design Small Group Complete Package, Guided Reading** in order to support small group instruction.

- **NYSESLAT Saturday Academy** (All ELLs grades 2-5, 10 classes, 150 students) from April 2010 to May 2010. This program will meet once a week for 3 hours and 15 minutes for 8 weeks. There will be three 2nd grade groups, three 3rd grade groups, two 4th grade groups and two 5th grade groups attending this program. This program is designed to meet the needs of English Language Learners in showing growth in language acquisition. This service will be provided by ESL or Bilingual certified teachers. Language Proficiency Intervention Kits will be used to support listening, speaking, reading and writing skills. **Imagine Learning Software** a computer-based instructional program will be used. **Imagine Learning Software** teaches children English and develops their literacy skills faster and better than any other method. Students receive **one-on-one** instruction through hundreds of engaging activities specifically designed to meet the individual needs of English Language Learners, so they progress quickly. Books on Tape will be ordered to support the listening centers.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Bilingual and E.S.L. teachers are expected to follow and understand the N.Y.S. Learning Standards for English as a Second Language and N.Y.S. Learning Standards for Native Language Arts. All of our E.S.L. and Bilingual teachers are fully licensed and have completed and continued to take graduate courses in bilingualism linguistics, language acquisition, and E.S.L. methodology. To further enhance teachers’ understanding of these and other effective, developmental practices for Special Education, authentic assessments and differentiated we provide many workshops and conferences by hiring substitute in order for teachers to attend the following:

- CLSO/Network monthly workshops (on-going)
- Teacher’s College Workshops/Conferences on Reading – Writing Workshop Model

On – site we have provided Bilingual and E.S.L. teachers and paraprofessionals Staff Development in the following areas:

- Test Prep/NYSESLAT
- ESL methodology
- Language Allocation Policy
- AVENUES Program
- IMAGINE LEARNING Program
- After-School Professional Study Groups – Books utilized were:
 - ✓ Learning to Learn in a Second Language (P. Gibbons)
 - ✓ Mathematics for ESL Student

**P.S. 169
LANGUAGE ALLOCATION**

	Trimester	Subject	English	Subject	Spanish/Chinese
Kindergarten	Sept.-Nov.	Math & 1 prep	2 periods	NLA/RW, *Science, WW & Soc. St.	4 periods
	Dec.-Mar.	Math, ESL & 1 prep	3 periods	NLA/RW, *Science & WW	3 periods
	April-June	Math, ESL & 1 prep	3 periods	NLA/RW, *Science & WW	3 periods
Grade 1	Sept.-Nov.	Math, ESL & 1 prep	3 periods	NLA, *Science & WW	3 periods
	Dec.-Mar.	Math, ESL, **Soc. St. & 1 prep	4 periods	NLA, *Science & WW	2 periods
	April-June	Math, ESL, **Soc. St. & 1 prep	4 periods	NLA, *Science & WW	2 periods
Grade 2	Sept.-June	Math, ESL, ELA, 1 prep	4 periods	NLA & WW	2 periods
Grade 3	Sept.-Jan.	Math, ESL, ELA, 1 prep	4 periods	NLA & WW	2 periods
	Feb.-June	Math, ESL, ELA, Soc. St., 1 prep	5 periods	NLA	1 period
Grade 4/5	Sept.-Jan.	Math, ELA, ESL, Soc. St., 1 prep	5 periods	Writer's Workshop	1 period
	Feb.-June	Math, ELA, ESL, Soc. St., 1 prep	5 periods	Writer's Workshop	1 period

*Science is taught 2x a week
**Soc. St. is taught 3x a week

CODES:

NLA-Native Language Arts
RW-Reader's Workshop
WW-Writer's Workshop
ELA-English Language Arts
ESL-English as a Second Language

TIII – A (1)(b)

School: **P.S.169** BEDS Code: **33150010169**

**Title III LEP Program
School Building Budget Summary**

Allocation Amount: \$78,860		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> - Per session - Per diem 	\$50,200.90	Sunset Program: 9 teachers x 30 min x 4 times/weekly x 30 x \$49.89= \$26,940.60 ELA/Math Saturday Academy: 4 teachers x 3 ¼ hrs X 12 weeks x =\$49.89 = \$ 7,782.84 NYSESLAT Saturday Academy: 10 teachers x 3 ¼ hrs X 8 weeks x \$49.89 = \$12,971.40 Supervisor Per- session: 1 supervisor x 4 hrs x 12 weeks x \$52.21= \$ 2,506.06
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 	\$14,653 .00	<i>Getting Ready for the NYSESLAT and Beyond</i> by Attanasio and Associates, instructional series 6 Bilingual classes X \$ 495.00= \$ 2,970.00 5 ESL classes x \$ 495.00= \$ 2475.00 Books on Tape (Listening Center) Hampton-Brown 16 sets x \$200.00 = \$3,200.00 Literacy By Design Small Group Complete Pkg. Guided Reading

	\$1,836.10	<p>4 pkgs. X \$ 1,375.00= \$ 5,500.00</p> <p>K-2 My Little Picture Dictionary(5pk.) 9 Extended Day Classes x \$56.30 = \$508.00</p> <p>General supplies for students in the Title III program</p>
Educational Software (Object Code 199)	\$ 9,000.00	<p><i>Imagine Learning English</i> a computer-based instructional program teaches children English and develops their literacy skills faster and better than any other method. Students receive one-on-one instruction through hundreds of engaging activities specifically designed to meet their individual needs.</p> <p>\$150.00 per child (1 year subscription) x 60 students= \$ 11,250.00</p>
Travel	\$ 3,150.00	<p>Admissions for Field Trips, such as, NY Hall of Science, NY Aquarium, NYC Museums – 9 Extended Time Bilingual/ESL Classes x \$14.00 per student = \$3,150.00</p>
Other		
TOTAL	\$ 78,860	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Data indicates that 57% of the student population is Hispanic and 36% is Chinese, therefore notices are printed in English, Spanish and Chinese. Oral interpretations are available on-site in Chinese and Spanish at PTA meetings, parent workshops and parent conferences.

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

Information gathered from the Home Language Survey, Parent Coordinator, Family Workers, parents and teachers indicated a need for translation and interpretation services. Findings were communicated at PTA meetings and to the staff at grade meetings.

Part B: Strategies and Activities

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

Written translation services are provided in-house by staff members. Should additional services be needed, Light and Love and the Brooklyn Chinese Association provide translations in 3 Chinese dialects. School notices are provided to parents in timely fashion.

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

On site language interpretation is done by family workers who speak Chinese. Additional interpretation is provided by staff members who speak Spanish, Mandarin and Cantonese. Services for parents other than Spanish and Chinese (Russian, Polish, Arabic) is most often done by accompanying family/friends of the family. If needed, services can be made available by outside contractors.

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

The primary language spoken by the parent(s) of each student is determined when the child is registered a P.S. 169. Written translations of notices/documents are available in Chinese and Spanish. If necessary, translation services can be provided by outside agencies (CBOs and the DOE Translation and Interpretation unit). Translations will be provided for DOE communications to parents and for student specific documents when needed. Oral interpretation will be provided on-site by the family workers and staff members. Use of DOE services will be as needed. Provisions have been made by posting a sign in the eight covered languages for the location of where written notifications can be obtained (Attachment A of the Chancellor's Regulations A-663).

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$ 1,431,298	\$ 194,341	\$1,625,639
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$14,313		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$ 1,943	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$ 71,565		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$ 15, 860	
6. Enter the anticipated 10% set-aside for Professional Development:	\$142, 319		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$ 29,423	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: **96.2%**
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

The principal met with each individual teacher that was in the “not highly qualified” category and discussed various options for them in order to move them along with their certification. Teachers were informed of resources such as, set aside money that would reimburse them up to \$1400 of their college tuition. Three teachers were reassigned to classroom designations that matched their individual license area. One difficulty for P.S. 169 is due to the growing number of Chinese ELL students. There are not enough qualified licensed bilingual teachers.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

Needs assessment data is obtained from The Progress Report, The School Report Card, ECLAS, DRA's, state assessments, student portfolios, CAI (Computer assisted instruction reports, Acuity, ARIS and NY Start, NYSESLAT) and teacher developed tests. These reports are generated and analyzed in depth. Findings are reviewed by classroom teachers, AIS personnel, and supervisors at grade and cabinet meetings. The findings are used to drive instruction through performance based budgeting. Student needs are aligned with school resources to improve performance.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

Data about school wide reform strategies are included throughout the CEP. Academic Intervention Services is provided to all at-risk students during the school day and after-school. There is enrichment in math, Music, Fine Arts and Dance and Physical Fitness for many students. School based support services (guidance, speech, vision, physical/occupational therapy) are available for students with special needs. ELLs receive services through the bilingual and ESL programs, whether in-class or through pull-out programs throughout the school day and in after-school programs. Special Education students are supported by SETSS teachers during and after-school. This school partners with Community Based Organizations to meet the needs of all the children. Services are provided before, after school and on the weekend. Extended Time is offered to children with the Sunrise and Sunset programs. This basically extends the instructional day for ELLs, Special Education and children in grades 3-5.

3. Instruction by highly qualified staff.

The 2008-2009 school profile states that 96.2% of the teachers at P.S. 169 are fully licensed and permanently assigned to the school. In addition, we plan for continuing staff development and schedule common planning time which allows for teachers collaboration and dissemination of appropriate programs and materials.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

CLSO provides professional development opportunities for classroom teachers as well as subject area teachers (physical education, art technology, and library). Math and ELA coaches provide workshops for parents on test prep and content area. These coaches are available for demo lessons and instructional planning for all classroom teachers. Bilingual/ESL teachers receive instruction in ESL methodology and NYSESLAT preparation on common prep time. Special Education teachers have bi-weekly meetings on common prep time. Workshops on Middle School choices are given to parents of 5th grade students, by teachers of grade 5. Consultants are available for more professional development (Literacy, Inc.). An annual retreat is organized to include timely professional development for the entire staff.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

P.S. 169 has a reputation as being a pleasant and challenging environment to teach. Many teachers are referred through professional colleagues and higher education professors who collaborate with our school through student teaching programs. Every effort is made to:

- a. Interview potential staff at job fairs and at P.S. 169***
- b. Prioritize their knowledge/experience with the Balanced Literacy Program and workshop model of instruction***
- c. Determine potential for competency and compatibility as a pedagogue at this school***
- d. Assess desire of applicants to be trained and work effectively with children and parents***

6. Strategies to increase parental involvement through means such as family literacy services.

Parents are involved in ESL classes for adults. The ELA coach also provides workshops for parents on literacy-based topics. Math coaches provide parent workshops on curriculum and math games), test-taking and school home links. All workshops are translated into two major languages, Chinese and Spanish. The school also provides Arabic translation when needed. The school Parent Coordinator constantly assesses parent needs.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

We will continue to invite pre-schoolers and their parents to visit and tour the school and Kindergarten classrooms in the Spring. We will communicate with the CBO's the children attended in order to make appropriate placements. In the fall, children and parents are invited into the classroom to ease separation anxiety.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Teachers in grades 3-5 were provided with the Acuity's item analysis for each student. This enables teachers to identify specific areas of needed review or instruction in ELA and Math. Teacher generated assessments and portfolios are utilized by teachers in grades K-2 to drive instruction. Benchmark tests in Math are provided for all grades to provide data on specific topics to guide individualized instruction.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Funds are available to use to best meet the needs of all students at P.S. 169: Special Education students, English Language Learners, at-risk students, and targeted AIS students. Programs include push-in/pull-out programs and extended day/week service. There are some enrichment programs (Fine Arts, Music, and Math) also available. Services are provided to all children who are below the state references in all academic testing areas.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

P.S.169 maintains both a Drug Education and a Conflict Resolution program for the students. We maintain one of NY State's 186 school-based community health sites (nurse's office). Adults can receive ESL instruction in the school via the 5th Avenue Committee. The school also receives violence prevention grant money.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.



Public School 169
The Sunset Park School
4305- 7th Avenue
Brooklyn, NY 11232
(718) 853-3224 – FAX (718) 633-9621

Josephine Santiago, Principal	Dr. Deborah Norat, Assistant Principal
	Joseph Iorio, Assistant Principal
	Stamatina Hatzimichalis, Assistant Principal

School Parent Compact

School Responsibilities

School P.S. 169 will:

→ Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

- Public School 169, as a Sunset Park neighborhood school, believes that all children are capable of achieving excellence and reaching high standards. We will work cooperatively in partnership with teachers, parents and community to ensure a rigorous standard based instructional program for all our students. We will provide engaging professional and parental development to support our instructional program. We are dedicated to creating lifelong learners who will become productive members of our society.

→ hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically those conferences will be held:

- November and March

→ provide parents with frequent reports on their children's progress. Specifically the school will provide reports as follows:

- Reports to parents will be distributed quarterly and reports on specific assessments will be distributed accordingly during the year.

→ provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- Staff members are available during open school and during scheduled preparation periods daily.

→ provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:

- Parents volunteer during morning lineup, p.m. dismissal, lunchtime, and to participate in school wide fund raising and for class specific activities. (Trips, classroom visits, etc.)

Parental Responsibilities

We, as parents, will support our children's learning in the following ways:

→ support our child's learning by making education a priority in our home by:

- Becoming involved in developing, implementing, evaluating, and revising the school-parent involvement policy
- Participating in or requesting technical assistance training that the local education authority or school offers on child rearing practices and teaching and learning strategies
- Working with my child/children on schoolwork; read for 15 to 30 minutes per day to Kindergarten through 1st grade students; and listen to Grade 2 and 5 students read for 15 to 30 minutes per day
- Monitoring my child's/children's:

- Attendance
- Homework
- Television watching

- Making sure my child is on time and prepared every day for school;
- Monitoring attendance;
- Talking with my child about his/her activities every day;
- Scheduling daily homework time;
- Providing an environment conducive to study;
- Making sure that homework is completed; and
- Monitoring the amount of television my children watch

→ volunteering in my child's classroom;

→ participating, as appropriate, in decisions relating to my children's education;

→ participating in school activities on a regular basis;

→ staying informed about my child's education and communicating with the school by promptly reading

all notices from the school or the school district either received by my child or by mail and responding as appropriate;

- reading together with my child every day;
- providing my child with a library card;
- communicating positive values and character traits, such as respect, hard work and responsibility;
- respecting the cultural differences of others;
- helping my child/children accept consequences for negative behavior;
- being aware of and following the rules and regulations of the school and district;
- supporting the school's discipline policy; and
- expressing high expectation and offering praise and encouragement for achievement

School Staff – Print Name	Signature	Date
Parent(s) – Print Name		
Student (if applicable) – Print Name		

(NOTE: The NCLB law does not require school personnel and parents to sign the School-Parent Compact. However, if the school and parents feel signing the School-Parent Compact will be helpful, signatures may be encouraged.)

/ce



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	Joseph Iorio, Assistant Principal
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Title 1 Parent Involvement Policy

1. The P.S. 169 will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:
 - To convene an annual meeting for Title 1 parents to inform them of the Title 1 program and their right to be involved.
 - To offer a flexible number of meetings at various times, and if funds are available, to provide transportation, child care or home visits for those parents who cannot attend a regular school meeting.
2. P.S. 169 will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:
 - To actively involve parents in planning, reviewing and improving the Title 1 programs and the parental involvement policy.
 - To provide parents with timely information about all programs.
 - To deal with communication issues between teachers and parents through:
 - Parent-teacher conferences at least annually
 - Frequent reports to parents on their children’s progress
 - Reasonable access to staff
 - Opportunities to volunteer and participate in their child’s class
 - Observation of classroom activities
3. P.S. 169 will coordinate and integrate parental involvement strategies in Title 1, Part A with parental involvement strategies under the other programs:
 - Primary Mental Health
 - AIS Reading, Math, Social Studies
 - Science Programs
4. P.S. 169 will take the following actions to conduct, with the involvement of parents, an evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title 1, Part A program. The evaluation will include identifying barriers to greater participation by

parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- Consultation with Parent Coordinator
- Consultation with Leadership Team
- Consultation with Principal
- Consultation with PTA Executive Board Members
- Consultation with all school parents at PTA meetings

5. P.S. 169 will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:

a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:

- i. The State's academic content standards,
- ii. The State's student academic achievement standards;
- iii. The State and local academic assessments including alternate assessments;
- iv. The requirements of Title I, Part A;
- v. How to monitor their child's progress; and
- vi. How to work with educators.

- To assure that parents may participate in professional development activities if the school determines that is appropriate, i.e. literacy classes, workshops on reading strategies

b. P.S. 169 will provide materials and training to help parents work with their child to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:

- Participating in or requesting technical assistance training that the local education authority or school offers on child rearing practices and teaching and learning strategies.
- Working with his/her child/children on schoolwork; read for 15 to 30 minutes per day to Kindergarten through 1st grade students; and listen to Grade 2 and 5 students read for 15 - 30 minutes per day.

c. P.S. 169 will, with the assistance of the District and parents, educate its teachers, pupil service personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:

- Parent-teacher conferences at least annually
- Frequent reports to parents on their children's progress
- Reasonable access to staff
- Opportunities to volunteer and participate in their child's class
- Observation of classroom activities
- Additional Professional Development Activities as needed

d. P.S. 169 will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teacher program, and public pre-school and other programs and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:

- Making PTA room available
- Making Primary Parent room available
- The Parent Coordinator will make parent room available
- The Guidance Counselor will be available to assist

e. P.S. 169 will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title 1 participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- We send correspondence in multiple languages (Spanish, Chinese, English, and Arabic)
- Family workers translate into these languages as well

Adoption

This School Parental Involvement Policy and the School Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title1, Part A programs, as evidenced by the joint completion of this document.

This policy will be adopted by P.S. 169 on 09/09/09 and will be in effect for the period of one year or until revised. The school will distribute this policy to all parents of participating Title1, Part A children on or before December 1, 2009.

Principal's Signature: _____

Date: _____

/ce



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 4305- 7th Avenue
 Brooklyn, NY 11232
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Josephine Santiago, Principal

Deborah Norat, Assistant Principal
 Joseph Iorio, Assistant Principal
 Stamatina Hatzimichalis, Assistant Principal

School – Parent Compact

School Name: Public School 169

The School Agrees	The Parent/Guardian Agrees
To convene an annual meeting for Title 1 parents to inform them of the Title 1 program and their right to be involved.	To become involved in developing, implementing, evaluation and revising the school-parent involvement policy.
To offer a flexible number of meetings at various times, and if funds are available, to provide transportation, child care or home visits for those parents who cannot attend to regular school meeting.	To participate in or request technical assistance training that the local education authority or school offers on child rearing practices and teaching and learning strategies.
To actively involve parents in planning, reviewing and improving the Title 1 programs and the parental involvement policy.	To work with his/her child/children on schoolwork; read for 15 to 30 minutes per day to Kindergarten through 1 st grad students; and listen to Grade 2 and 5 students read for 15-30 minutes per day.
To provide parents with timely information about all programs.	To monitor his/her child's/children's: <ul style="list-style-type: none"> ● Attendance ● Homework ● Television watching To share the responsibility for improving student achievement.
To provide high quality curriculum and instruction.	To communicate with his/her child's/children's teacher about their Educational needs.
To deal with communication issues between teachers and parents Through: <ul style="list-style-type: none"> ● Parent-teacher conferences at least annually ● Frequently reports to parents on their children's progress ● Reasonable access to staff ● Opportunities to volunteer and participate in their child's class ● Observation of classroom activities 	To ask parents and parent groups to provide information to the school on the type of training or assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.

To assure that parents may participate in professional development Activities if the school determines that is appropriate, i.e. literacy Class, workshops on reading strategies.

To attend Professional Development activities and offer suggestions.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.

3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

¹ School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Student data for grades K-5 are analyzed. The data include ECLAS II, DRA, E-PAL, NYSESLAT, book levels, rubrics, Acuity and assessments in ELA, Math, Science, and Social Studies. Surveys and questionnaires from the CEP retreat are used to garner staff and parent input. The School Inquiry Team and Principal's Cabinet meet in committees to assess findings from the City Progress Report, the Quality Review, the State Report Card (Title I Analysis) and other city/state reports.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our efforts to maintain a standards-based ELA instruction include:

- ***A 90 minute literacy block which consists of guided reading, accountable talk, and daily writing activities;***
- ***AIS services for students not meeting state standards in ELA;***
- ***The use of modified pacing calendars for each grade;***

- ***Continuation of professional development to help focus specialized instructional strategies;***
- ***The use of an AUSSIE consultant and a literacy Coach who facilitate instruction by modeling strategies;***
- ***The use of writing rubrics to guide students' writing process;***
- ***The provision of standards-based Extended Day programs for Academic Intervention and for Enrichment.***

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations.

The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.

- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Student data from teacher observation/assessments, Everyday Math Unit assessments, and Acuity results are analyzed to drive standards-based instruction for large and small group instruction

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Maintaining standards-based Math instruction at P.S. 169 includes the following:

- ***A Problem of the Day to increase mathematical understanding of concepts and to verbalize critical thinking skills;***
- ***A modified pacing calendar is provided for special needs students;***
- ***The inclusion of SETSS teachers in professional development in an effort to maintain good teaching practices for special education students;***
- ***The provision of 1.4 Math Coaches who facilitate Math instruction by providing strategies for instruction.***

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

- ***Use of Problem of the Day to increase the understanding of word problems and to analyze the vocabulary involved in such problems. This is indicated because of the score of 66% on grade level in ELA.***
- ***Use of Problem of the Day to relate mathematics to real life experiences.***
- ***Use of Problem of the Day in order to solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections and model and represent mathematical ideas in a variety of ways.***

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Teachers utilize data to decide skill focus for their instruction of students. Common preps for teachers on a grade provide time for formal and informal exchange of ideas and strategies. Classrooms are assisted in their instruction of specific skill strategies by an ELA coach, Literacy Inc. consultants, AIS liaison, and mentors of new teachers.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The Workshop Model – connect, teach/model, active engagement, link, independent work, share – is utilized for instruction. Guided reading enables staff members to emphasize vocabulary and specific skills and scaffold instruction for all students.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM³)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The State Accountability for P.S. 169 has been steadily increasing in the area of ELA and Math. In 2007 – 2008, 66% of students tested in ELA scored levels 3 and 4. In Math 86% have scored levels 3 and 4, however, for the category of student performance the school received a grade of B. It is evident that though students are meeting state standards they are not making adequate yearly progress as measured by the City. After looking at the section Closing the Achievement Gap of the Progress report P.S. 169 is receiving more additional credit under the area of ELA than for Math. The results of this report were reinforced through an analysis of the GAINS report (ATS) of the current fifth grade students. This report noted a decline in scale scores for individual students. We concluded that students are competent in the content areas. The lack of adequate yearly progress indicates that students have difficulty with the process strands.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

We maintain that our efforts to sustain a student-engaged standards based Math instruction for skills include:

- ***Use of the Workshop model for instruction of concepts and skills;***
- ***Use of Everyday Math which includes Parent and Extended Day components;***
- ***Data from the Acuity which is now aligned to Everyday Math. The data creates action plans for AIS and Extended Day programs;***
- ***Use of Math games to increase understanding of concepts, problem solving and critical thinking ;***
- ***Provision of a modified pacing calendar for special need students.***

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

- ***Use of Problem of the Day to increase the understanding of word problems and to analyze the vocabulary involved in such problems. This is indicated because of the score of 56% on grade level in ELA.***
 - ***Use of Problem of the Day to relate mathematics to real life experiences.***
 - ***Use of Problem of the Day in order to solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections and model and represent mathematical ideas in a variety of ways.***
-

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The school report card and other documents are examined as evidence that P.S. 169's turnover rate is less than the New York City's norm.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Teachers at P.S. 169 do not experience a high turnover rate. Rather many teachers have returned to P.S. 169 after long leaves of absences.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Formal and informal surveys of ESL/Bilingual staff determine areas of concern for needed professional development. Teachers are encouraged to participate in training sessions offered by the CLSO (the Office of English Language Learners) and Teachers College.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

ESL and Bilingual teachers have common preps with both their grade and inter-grade, with other ESL/Bilingual teachers. In addition, ESL/Bilingual teachers participate in May planning days as a unit and at grade specific planning days.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

A system in place to monitor ELL instruction through NYSESLAT scored including disaggregated data as to proficiency level. Teachers assess individual student's work as well as use more formal assessments – DRA and ECLAS II. Teachers and AIS personnel are aware of a child's proficiency level in order to guide instruction.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

ESL classes and a transitional Bilingual program are in place for grades K-3. English Language Learner instruction is supplemented through AIS personnel and an extended day program. NYSESLAT subgroups are used to differentiate instruction. Instruction is scaffolded with attention to content vocabulary and the use of visual, audio, and tactile materials, as needed.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers,

and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The CPPST meets monthly. The 168 Special Education students are monitored regularly. Every grade has a case manager who is a liaison between classroom teachers and Special Education personnel. Testing modifications are place for the students. All teachers including the cluster teachers get a copy of page 6 of a student's IEP in order to become familiar with the child's needs. In addition, CTT class teachers are trained by the district CLSO.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Special Education teachers meet at a common time. They also meet with their grades twice monthly during common prep periods. During May planning they meet as a group to generate plans for the following year.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The school supports a CPPST with grade level case managers who monitor students IEPs. CAP and other disaggregated reports are checked regularly in order identify needed support.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Evidence dispelling the relevance of this finding includes:

- ***All testing mandates are provided as per IEP – even for non-standardized state tests;***
- ***Promotional criteria and grading is based on IEP goals, not grade goals;***
- ***Utilization of 2 SETSS teachers, speech teachers, physical therapist, occupational therapist, vision teacher, paraprofessionals, and guidance counselor provide additional support for special needs students;***
- ***Utilization of a drug education and conflict resolution teachers to provide activities on reducing risk behaviors;***
- ***Utilization of the Wilson Foundations program for students with an IEP.***

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

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/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.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.)

P.S. 169 currently have three identified Students in Temporary Housing. One student is in 1st grade, one in 2nd grade and one in 3rd grade.

2. Please describe the services you are planning to provide to the STH population.

The identified Students in Temporary Housing are provided with transportation passes, extended day activities and counseling. They are encouraged to participate in community based after school programs.

Part B: FOR NON-TITLE I SCHOOLS

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).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

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 in the borough Integrated Service Center (ISC) or Children First Network.