



P.S. 69 VINCENT D. GRIPPO SCHOOL

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 69 VINCENT D. GRIPPO SCHOOL
ADDRESS: 6302 9TH AVENUE
TELEPHONE: 718-833-6710
FAX: 718-833-9781

TABLE OF CONTENTS

*As you develop your school's CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

SECTION I: SCHOOL INFORMATION PAGE	3
SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE	4
SECTION III: SCHOOL PROFILE.....	5
Part A. Narrative Description	5
Part B. School Demographics and Accountability Snapshot.....	6
SECTION IV: NEEDS ASSESSMENT	10
SECTION V: ANNUAL SCHOOL GOALS.....	11
SECTION VI: ACTION PLAN	12
REQUIRED APPENDICES TO THE CEP FOR 2009-2010	13
APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM	14
APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)	17
APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION	24
APPENDIX 4: NCLB REQUIREMENTS FOR ALL TITLE I SCHOOLS	26
APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, AND RESTRUCTURING	30
APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR).....	32
APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)	33

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 332000010069 **SCHOOL NAME:** P.S. 69 Vincent D. Grippo School

SCHOOL ADDRESS: 6302 9TH AVENUE, BROOKLYN, NY, 11220

SCHOOL TELEPHONE: 718-833-6710 **FAX:** 718-833-9781

SCHOOL CONTACT PERSON: JAYNEMARIE CAPETANAKIS **EMAIL ADDRESS** JCapeta2@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Margaret Schwerdtman

PRINCIPAL: JAYNEMARIE CAPETANAKIS

UFT CHAPTER LEADER: Margaret Schwerdtman

PARENTS' ASSOCIATION PRESIDENT: Wendy Acosta

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 20 **CHILDREN FIRST NETWORK (CFN):** CFN 609, Cluster 6

NETWORK LEADER: Debra VanNostrand

SUPERINTENDENT: KARINA COSTANTINO

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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *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
Jaynemie Capetanakis	Principal	Electronic Signature Approved. Comments: SLT met on Oct. 26, 2010 and approved all sections on hard copy.
Margaret Schwerdtman	UFT Chapter Leader	Electronic Signature Approved. Comments: Approved at SLT meeting Oct. 26, 2010.
Dana Marinaro	UFT Member	Electronic Signature Approved. Comments: Approved at SLT meeting Oct. 26, 2010.
Wendy Acosta	PA/PTA President or Designated Co-President	Electronic Signature Approved. Comments: Approved at SLT meeting on Oct. 26, 2010.
Alexandria Varona	DC 37 Representative	Electronic Signature Approved. Comments: Approved at SLT meeting on Oct. 26, 2010.
Angela Fagan	Parent	Electronic Signature Approved. Comments: Approved at SLT on Oct. 26, 2010.
Liz Hidalgo	Parent	Electronic Signature Approved. Comments: Approved at SLT on Oct. 26, 2010.
Chao Yue Zhu	Parent	Electronic Signature Approved. Comments: Approved at SLT on Oct. 26, 2010.
Donna Pollari	UFT Member	Electronic Signature Approved. Comments: Approved at SLT on Oct. 26, 2010.
Lisa Fung-Fernandez	UFT Member	Electronic Signature Approved. Comments: Approved by proxy at SLT meeting on Oct. 26, 2010.
Veronica Turner	Parent	Electronic Signature Approved. Comments: Approved at SLT on Oct. 26, 2010.

Nancy Lee	Parent	Electronic Signature Approved. Comments: Approved at SLT meeting on Oct. 26, 2010.
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* Core (mandatory) SLT members.

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.

PS 69 is proud to be named The Vincent D. Grippo School in honor of the late superintendent of Community District 20. Opened in September 2002 on the border of Sunset Park and Bay Ridge, PS 69 has a current enrollment of 895 students in grades Kindergarten through 5. The majority of our student population reflects the growing Chinese-American immigrant community with over 50% ELL population. In addition to a rigorous academic education in literacy and mathematics, students receive instruction which includes an immersion in the arts and technology, combined with science, social studies, music, and physical education for all.

Our school is comprised of four (4) Kindergarten classes (one of which is a Chinese bilingual class), four (4) first grades (one of which is a Chinese bilingual class), five (5) second grades, four (4) third grades, six (6) fourth grades, six (6) fifth grades (including one CTT) and two (2) self-contained Special Education Bridge Classes for grades 3 and 4 (monolingual), grades 4 and 5 (bilingual Chinese) and one (1) self-contained Special Education for grade 5 (monolingual). The average class size in grades K-2 is thirty-one (31). Since 2005, the overflows of zoned students have been sent to nearby elementary schools with a right to return to PS 69. In 2010-2011, to ease the overcrowding, the PS 69K school zone was divided into a new zoning pattern. However, this cut still left PS 69 with a densely populated area which was still over building capacity. Kindergarten students still needed to be overflowed in September 2010 to four different locations in District 20. As of September 2010, Grades 2 and 3 also needed to be capped with the potential to cap Grade 1 before the end of 2010.

The student body is served by 84 professionals and support staff including (1) principal, (2) assistant principals, (44) teachers, including (7) Academic Intervention teachers, (1) guidance counselor, (12) paraprofessionals, (3) secretaries, (2) safety agents, (7) school aides and (8) additional support personnel, including a full-time literacy coach, mathematics coach, data coordinator, IEP teacher and a parent coordinator. There is an ESL program for grades K-5, which services 453 English Language Learners who are not in the bilingual program. There are (8) full-time English as a Second Language (ESL) teachers employed who utilize a blended push-in and pull-out model of instruction.

The instructional program is based upon achieving student grade level performance and progress. We continue to implement a Balanced Literacy Program during a blocked reading period, which includes readers' and writers' workshop and word study. Our mathematics program, utilizing Everyday Mathematics, Investigations and Focus Math based on grade level and need, is implemented during a Math block. Our Science program utilizes a state of the art Science lab supplemented by the Harcourt Houghton Mifflin program. Our Social Studies program follows NYS Standards and is supplemented in grade 3, 4, and 5 by Harcourt Houghton Mifflin textbooks. Technology and the Arts are also integral parts of our instructional program.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:		P.S. 69 Vincent D. Grippo School							
District:	20	DBN #:	20K069		School BEDS Code:				
DEMOGRAPHICS									
Grades Served:	<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:		Attendance: - % of days students attended*:							
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		96.5	96.9	TBD		
Kindergarten	81	89	92						
Grade 1	167	118	145	Student Stability - % of Enrollment:					
Grade 2	170	161	125	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	145	172	174		90.7	91.30	TBD		
Grade 4	137	156	178						
Grade 5	113	138	164	Poverty Rate - % of Enrollment:					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		83.3	84.7	92.6		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		0	16	TBD		
Grade 12	0	0	0						
Ungraded	1	0	0	Recent Immigrants - Total Number:					
Total	814	834	878	(As of October 31)	2007-08	2008-09	2009-10		
					30	18	94		
Special Education Enrollment:		Suspensions: (OSYD Reporting) - Total Number:							
(As October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-Contained	33	34	30	Principal Suspensions	0	0	TBD		

Classes								
# in Collaborative Team Teaching (CTT) Classes	10	11	12	Superintendent Suspensions	0	0	TBD	
Number all others	27	29	23					
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:				
				(As of October 31)	2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants		0	0	0
(As of October 31)	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0	0
# in Transitional Bilingual Classes	55	65	68					
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.				
# receiving ESL services only	377	373	427	(As of October 31)	2007-08	2008-09	2009-10	
# ELLs with IEPs	0	4	34	Number of Teachers	62	63	TBD	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals		14	15	TBD
				Number of Educational Paraprofessionals		8	6	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:				
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10	
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD	
				% more than 2 years teaching in this school		64.5	74.6	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere		41.9	49.2	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	85	87	TBD	
American Indian or Alaska Native	0	0	0.1	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	96.2	100	TBD	
Black or African American	0.7	1	0.9					
Hispanic or Latino	14.4	13.9	12.5					

Asian or Native Hawaiian/Other Pacific Isl.	73.7	72.8	76.2
White	11.2	12.2	10.1
Multi-racial			
Male	53.1	52.3	54.3
Female	46.9	47.7	45.7

2009-10 TITLE I STATUS

<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I	
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: If yes, area(s) of SURR Yes No identification:

Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

In Good Standing (IGS)	<input checked="" type="checkbox"/>
Improvement Year 1	<input type="checkbox"/>
Improvement Year 2	<input type="checkbox"/>
Corrective Action (CA) - Year 1	<input type="checkbox"/>
Corrective Action (CA) - Year 2	<input type="checkbox"/>
Restructuring Year 1	<input type="checkbox"/>
Restructuring Year 2	<input type="checkbox"/>
Restructuring Advanced	<input type="checkbox"/>

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:	X	ELA:	
Math:	Y	Math:	
Science:	Y	Graduation Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	-	-					
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	√	√					
White	√	√	-				
Multiracial							

Students with Disabilities	X	√	-			
Limited English Proficient	√	√				
Economically Disadvantaged	√	√				
Student groups making AYP in each subject	6	7	1			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09	Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:
Overall Score	75.9	Quality Statement Scores:
Category Scores:	Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	10.9	Quality Statement 2: Plan and Set Goals
School Performance (Comprises 25% of the Overall Score)	14.1	Quality Statement 3: Align Instructional Strategy to Goals
Student Progress (Comprises 60% of the Overall Score)	46.4	Quality Statement 4: Align Capacity Building to Goals
Additional Credit	4.5	Quality Statement 5: Monitor and Revise

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
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = 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.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

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/Teacher 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 your 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?

At PS 69, our needs assessment was formulated by analyzing the following data:

- NYC Progress Report
- NYC Quality Review Report
- The Annual School Report
 - Accountability and Overview Report
 - Comprehensive Information Report
- NYSTART Assessment Reports
 - NYS English Language Arts Exam
 - NYS Mathematics Exam
 - NYS Science Exam
- NYS English as a Second Language Achievement Test (NYSESLAT)
- NYC Predictive Exams in ELA and Mathematics
- NYC Interim Assessments in Mathematics Using Acuity
- Teachers College Reading and Writing Assessment (TCRWP Interim Reading Level Progress)
- Monitoring for Progress (Interim Mathematics Level Progress)
- Teacher Observations (Conference Notes, Running Records, Guided Reading Notes, Kidwatching Notes)

What student performance trends can you identify?

In 2006, the administration of the New York State ELA Test was amended to include English Language Learners who were in this country for more than one year. This represented a sharp difference in previous testing administrations whereby students receiving English as a Second Language services were exempt from taking an ELA exam if they had not received formal education in English for more than 3 years or had an Extension of Services. Although that change initially resulted in a 22% drop in proficiency rating and a 79.5% increase in tested students, statistics indicate a steady rise in ELA student performance. Specifically, in 2007 students attaining proficiency were 56.3% or 178 students in grades 3, 4, and 5. From that time, performance levels have improved to 62.8% in 2008 and 66.3% in 2009. In 2010, the scale score and corresponding proficiency levels were changed in NY State. In ELA, the NYC average was 42% on or above standard. At PS 69, the average was 49.6%. While this represented a 17 point decrease, our school remained 7.6% above city average. This number is also indicative of a rise in school population, including general education,

special education and ESL populations. In 2010, 470 students were tested in ELA which represents a dramatic increase of over 164% or 280 more students tested since 2006.

Results of State Mathematics Tests point toward a slight improvement in performance levels of students meeting or exceeding the standards in totals of students tested in Grades 3, 4, and 5 from 2006 to 2009. Specifically, the total percentage of students scoring at Levels 3 and 4 has seen an increase of .1% rising from 90.7% scoring Levels 3 and 4 in 2006 to 90.8% in 2009. In 2010, the scale score and corresponding proficiency levels were changed in NY State. In Math, the NYC average was 54% on or above standard. At PS 69, the average was 75.1%. While this represented a 15.7 point decrease, our school remained 21% above citywide average. However, the number of students tested has also seen a great increase from 269 in 2006 to 519 in 2010 indicating a growth of 92.9% in student population.

The Grade 4 New York State Science Test students show a plateau in performance levels of students meeting or exceeding the standards from 2005-2006 to 2009-2010. Specifically, the total percentage of students scoring at Levels 3 and 4 was 81% in 2009-2010. Student population of Fourth Graders taking this test has also risen significantly from 85 students in 2005-2006 to 188 students in 2009-2010 representing an increase of 121%.

The New York State English as a Second Language Achievement Test administered to English Language Learners in Grades K to 5 has been modified each year since 2003. While the strands have remained the same (Reading and Writing; Listening and Speaking), the range of scores indicating Beginning, Intermediate, Advanced and Proficient status has changed. Prior to 2003, a different assessment (LAB-R) was used to assess students entering and also exiting from English as a Second Language (ESL) services. Currently, LAB-R is only used as a diagnostic for entering into ESL services. The numbers of students tested at PS 69K also correlate to the overall trend in school population growth; specifically the numbers of English Language Learners has risen from 361 students in 2005-2006 to 518 students in 2009-2010 representing an increase of 43.4%. Analysis of 2009-2010 results by testing band indicates that 23% of the tested students attained proficiency in the Reading and Writing strand while 41% achieved proficiency in Listening and Speaking. Of both indicators, in 2009-2010 16.7% achieved proficiency in both strands resulting in advancement out of ESL instruction which represents a gain of 2.7% in proficiency from the previous year.

What have been the greatest accomplishments over the last couple of years?

The 2009-2010 NYC Progress Report confirms the area of greatest accomplishment has been in student progress. Specifically, in ELA our school's progress score Median Growth Percentile of 78% is 79% Relative to the Peer Horizon. The Median Growth Percentile score for the school's lowest third was 83, which is 75.6% Relative to the Peer Horizon. Additionally, in recognition of Closing the Achievement Gap for students at the 75th Growth Percentile of Higher, the school received 3 Extra Credit Points for progress made by English Language Learners, Lowest Third Citywide, and Self-Contained/CTT/SETSS in ELA.

Significant gains were also made in Mathematics. Specifically, in Mathematics our school's progress score Median Growth Percentile of 80% is 72.3% Relative to the Peer Horizon. The Median Growth Percentile score for the school's lowest third was 82, which is 83.9% Relative to the Peer Horizon. Additionally, in recognition of Closing the Achievement Gap for students at the 75th Growth Percentile of Higher, the school received 5 Extra Credit Points for progress made by SETSS, English Language Learners, Lowest Third Citywide, and Self-Contained/CTT/SETSS in Mathematics.

These outstanding achievements contributed to a Student Progress Category score of "A" and an overall Progress Report of "A."

What are the most significant aids or barriers to the school's continuous improvement?

The most significant aid to the 2009-2010 NYC Progress Report score of "A" was the Student Progress category score of 46.8 out of 60. This is a direct result of the improved academic rigor and high expectations for students and staff as outlined in our programs section. Additionally, the School Environment garnered a category score of "A" by earning 12.3 out of 15. Improvements were made in each subcategory, which are Academic Expectations, Communication, Engagement, Safety and Respect and Attendance. The Attendance Component, which contributes 5 points to the School Environment score, is 97.2% which is 105% as compared to the Peer Horizon and 97.3% relative to the City Horizon. This high attendance rate contributes to the continuity of instruction.

Within the classroom, PS 69 has incorporated the Balanced Literacy model of instruction since 2002, when the school opened. Since 2006, the school has also participated in Professional Development with the Teachers College Reading and Writing Project of Columbia University. This collaboration with Teachers College has grown significantly and since 2009, Teachers College Staff Developers come to PS 69 for 30 instructional days to offer support, modeling, and planning to all K to 5 classroom teachers. On site professional development is also provided in Orton Gillingham approach to improve teaching of reading fundamentals for all K-5 teachers, Literacy AIS, ESL and support specialists. Since 2004, the school has also utilized the research based Everyday Mathematics curriculum. In 2009, a pilot of Investigations Mathematics resulted in a change to this program in Grades Kindergarten and Fifth as part of our initiatives to prepare for the rigor of Common Core State Standards. Full-time Literacy and Math Coaches are also on staff to model, monitor, and mentor teachers. These coaches also prepare on-site Professional Development. An extra period devoted to Professional Development is also weaved into the weekly schedule allowing teachers to be trained in the most up to date information across all content areas, including use of the ARIS portal, and also have time to reflect upon the progress of themselves and their students. The School Based Option vote to devote one Extended Day session to working in Teacher Teams beginning in November 2010 will also allow continued growth and development of staff and student work and prepare for the Common Core State Standards.

The most significant barrier to PS 69's continuous improvement is the issue of school overcrowding. Using data from the latest building capacity statistics (2006) and current enrollment, we estimate our school is at approximately 130% capacity. Currently, classes from Kindergarten through Grade Five each have 28 to 32 students in each of our architecturally unique rooms. This high number of students challenges the ability of teachers to offer differentiated instruction to meet students' needs. With this in mind, PS 69 has taken on an aggressive program to bring Academic Intervention Services to all classes in an effort to target the lowest third of the entire school. Three full-time literacy and three full-time mathematics intervention teachers are employed providing services to classes two to three times per week.

As previously addressed, the language needs of the large percent of English Language Learners taking the ELA exam has contributed to the percentage of students at proficiency at 49%, which ranks PS 69 at 18.8% relative to our Peer Horizon. This identified need has been the focus of Inquiry Team research since the inception of this program by Chancellor Klein. More specifically, in order to improve literacy performance, the team has examined the need for improved comprehension, improving vocabulary, and also decoding strategies, as the means to better understanding of reading passages dependent on the students' level of language development. This resulted in recommendations and implementation of a literacy focused research-based reading intervention program utilized by all groups during the 37 ½ minute Extended Day Tutorial. Continued refinement of practice has also led to a differentiation of groups and materials utilized in 2010-2011 to include more phonics based work to improve reading readiness skills amongst Beginner Level English Language Learners. In the SBO approved Teacher Team weekly meetings, discussion topics will include looking for trends in data and analyzing student work. These rich discussions will lead to reflection on practice and recommendations for improvements school wide. All findings will continue to be reviewed in depth

with the cross-grade and curricula Data Instructional Team and also with the faculty as a whole during grade and/or faculty conferences.

As previously noted, PS 69 also has a rising Special Needs population in the testing grades of 3, 4 and 5, including monolingual and bilingual students in 12:1:1 and CTT settings. Although tremendous progress of this sub-group has been noted in the NYC Progress Report, gains have not resulted in achievement of annual yearly progress on the NYS Report Card 2008-2009. Subsequently, analysis of needs has resulted in improved targeted interventions in Literacy instruction with Orton-Gillingham approach, skill-building comprehension, small group instruction and specific Teachers College workshop participation for Special Education teachers.

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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> By <input type="checkbox"/> June 2011, All Students subgroup will improve their ELA performance by <input type="checkbox"/> 5% as measured by the New York State Assessment.	<input type="checkbox"/> <input type="checkbox"/> After conducting our needs assessment and examining available data, the SLT determined the goal of improvement in English Language Arts. This progress will be monitored throughout the year utilizing the Teachers College Reading and Writers Assessments, which measure benchmarks correlating to indicators of reading success, as well as probable achievement on state reading tests.
<input type="checkbox"/> By <input type="checkbox"/> June 2011, All Students subgroup will improve their Mathematics performance by <input type="checkbox"/> 5% as measured by the New York State Assessment.	<input type="checkbox"/> After conducting our needs assessment and examining available data, the SLT determined that Mathematics would be a schoolwide goal for improvement.
<input type="checkbox"/> By <input type="checkbox"/> June 2011, Limited English Proficient subgroup will improve their ELA performance by <input type="checkbox"/> 3 reading levels as measured by the TCRWP Assessments.	<input type="checkbox"/> <input type="checkbox"/> After conducting our needs assessment and examining the available data, the SLT noticed there has been a decline in performance and rise in numbers of students tested. This coincides with the change in NYS ELA test administration requirements by which ELLs enrolled in school for one year were mandated to take the test and extension of services did not prevent a child from being tested in their new language. Specifically, the numbers of tested students have risen from 204 in 2004 to 527 in 2010.
<input type="checkbox"/> By <input type="checkbox"/> June 2011, Students with Disabilities subgroup will improve their ELA performance by <input type="checkbox"/> 3 reading levels as measured by the TCRWP Assessments.	<input type="checkbox"/> After conducting our needs assessment and examining the data, the SLT determined that the level of proficiency in ELA did not meet the AYP target or Safe Harbor target as indicated in the 2008-2009 NYS School Report Card. Although the achievements of Special Education students result in exemplary gains in the NYC Progress Report, this was not sufficient to meet state standard. Therefore, the SLT determined improving the ELA performance amongst students with disabilities should become a goal.

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 2010-11 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, PLA, 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

English Language Arts

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> By <input type="checkbox"/> June 2011, All Students subgroup will improve their ELA performance by <input type="checkbox"/> 5% as measured by the New York State Assessment.</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>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • The comprehensive Literacy Program for grades K-5 is organized into a daily block of time. During that period, the children are immersed in reading, writing, and word study, where they are taught specific skills and strategies by their classroom teachers, with support provided by AIS and ESL teachers. • Differentiated instruction is data driven to meet the needs of all learners. This includes data from results of Acuity Predictive exams, the Teachers College Readers and Writers Assessment program, teacher conference notes and IEP goals. <input type="checkbox"/> <p>Indicators of interim progress and/or accomplishments will be evidenced throughout the academic year utilizing the Teachers College Readers and Writers Assessment program (TCRWP). This assessment will be administered four times in the 2010/2011 school year, specifically September, December, March, and June. This benchmark level is incorporated into a child’s overall reading assessment, which also includes teacher conference notes, and other informal data collection.</p> <p>Furthermore, interim progress will be measured by tracking individual student progress of reading levels. 75% of students in grades 3, 4, and 5 will make positive growth in reading levels as measured by TCRWP from September to June. Although not all students will attain grade level proficiency, this measure of progress will highlight personal development in reading.</p> <p>Every student will monitor their reading by completing a reading log throughout the year.</p> <p>Individual student reading goals are developed for each student four times a year based on TC Assessment data focusing on a comprehensive and decoding strategy. Parents are</p>

	<p>informed of these at the beginning and end of each TC assessment period to show student progress. These goals become a focus for the students, teachers and parents to help improve reading skills and strategies.</p> <p>Word study, including phonemic awareness, will be developed utilizing The Orton Gillingham (OG) Approach, grammar and vocabulary development and incorporated into a specifically programmed word study block each day of the week.</p> <p>Ongoing professional development will be provided to support the needs of every classroom, AIS, and ESL teacher by the literacy coach, visiting consultants, representing TC, OG, and CFN network support specialists.</p> <p>Extended day, 37 1/2 minute tutorial instruction is focused on English Language Arts in the 2010/2011 school year based on findings from the 2009/2010 assessment results. The research based programs Early Success and Soar to Success, along with the OG approach, are utilized providing intervention three days per week to the lowest third of the entire school in grades Kindergarten through Five.</p> <p>As per an SBO vote, Extended Day takes place over three days per week as of November 2010. The fourth scheduled Extended Day session is devoted to meeting in Teacher Teams to review student work and set goals for schoolwide improvement and academic rigor in meeting the Common Core State Standards.</p> <p>Classroom teachers have a weekly preparation period set aside to meet in Grade Level Teams for professional development, analysis of student work, and preparing for the Common Core State Standards.</p> <p>Academic Intervention Literacy service teachers push into all Kindergarten through Fifth Grade classrooms two periods per week to offer additional services for the lowest third of each class.</p> <p>Testing as a Genre is implemented in Grades 3, 4 and 5 as an instructional theme based on ELA preparation.</p> <p>An after school program is offered to students in need of improvement in Grades 3, 4 and 5 to prepare for the ELA Exam.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>To achieve these goals the following resources have been aligned: Contract for Excellence (C4E) allocations were utilized to pay for the salary of three full-time Literacy AIS staff. (3 X \$91,562=\$274,686) Title I SWP funds are used to fund a full-time Literacy coach. (1 X \$91,562=\$91,562) Title I SWP funds are used for Teachers College Reading and Writing Project Calendar Days of Professional Development and on site staff development (1 X \$33,600=\$33,600) and</p>

	<p>OG on site consultant (1 x \$10,000=\$10,000)</p> <p>Tax Levy Children's First Network Support Setaside is used for CFN Support, which includes services and Professional Development (1 x \$34,800=\$34,800)</p> <p>Title I SWP funds are used for After School English Language Arts Program for Grades 3, 4, and 5 to cover costs of a secretary, supervisor, and teachers (\$54,296)</p> <p>Tax Levy Fair Student funding of \$100,000 has been set aside for books, including support of literacy instruction.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Teachers College Reading and Writing Project Assessments are given four times during the academic year. Data from both TC and NYS ELA will be monitored electronically through TC and ARIS to inform the next instructional steps. Particularly, teachers will be analyzing any halt in each skill area enabling them to provide specific instruction in areas of need.</p> <p>Acuity Predictive Exams are given mid-year. Teachers are then able to differentiate instruction based on students' needs.</p> <p>Conference notes are taken during both reading and writing workshop to informally assess ongoing progress.</p> <p>Monthly grade and Data Instructional Team meetings will include analysis of data from formative and summative exams to reflect upon progress toward meeting our goal.</p> <p>Analysis of May 2010 NYS ELA exam results.</p> <p>Teachers lesson plans reflect program being implemented.</p> <p>Literacy/Math Coaches will monitor classroom progress.</p> <p>Observations and Walk Throughs will reveal incorporated programs.</p> <p>IEP meetings help reevaluate students' needs to help differentiate instruction.</p>

Subject Area
 (where relevant) :

Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and</i></p>	<p><input type="checkbox"/>By <input type="checkbox"/>June 2011, All Students subgroup will improve their Mathematics performance by <input type="checkbox"/>5% as measured by the New York State Assessment.</p>
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<i>Time-bound.</i>	
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>The Everyday Mathematics for Grades 1 through 4, Investigations for Grades K and 5, and Focus Math for our Special Education Self-Contained Classes is organized into a daily block of time. During that period, instruction is provided utilizing the workshop model, where students are taught specific skills by their classroom teachers, with support provided by AIS and ESL teachers.</p> <p>Differentiated instruction is data driven to meet the needs of all learners. This includes data from results of Acuity Predictive exams, ITA exams, Everyday Mathematics unit tests, Investigations end of unit comprehensive exams, constructive response questions formatted to each unit of study and ateacher conference notes, referred to as Kid Watching Notes.</p> <p>Indicators of interim progress and/or accomplishment will be evidenced throughout the academic year utilizing our Monitoring for Progress system. This Monitoring for Progress in Math system is implemented three times in the 2010-2011 school year. This benchmark level and other informal data are incorporated into a child's overall mathematics assessment.</p> <p>Furthermore, interim progress will be measured by tracking individual student progress of mathematics mastery in grades 3, 4, and 5. Students will make overall improvements in mathematics units.</p> <p>Use of manipulative materials and math games are incorporated into the math block.</p> <p>Ongoing professional development will be provided to support the needs of every classroom, AIS and ESL teacher by the mathematics coach, CFN network support specialists, and DOE workshops.</p> <p>Mathematics Academic Intervention Service teachers push into all Kindergarten through Fifth Grade classrooms two to three periods per week to offer additional services for the lowest third of each and every class.</p> <p>An after schools program is offered to students in need of improvement in Grades 3, 4 and 5 to prepare for the NYS Mathematics exam.</p> <p>As previously piloted in one 5th grade classroom, Investigations Math will be implemented in Grade 5 and Kindergarten. Focus Math will be utilized in the self-contained Special Education classes.</p> <p>Individual math goals are developed for each student from their respective units. These goals pertain to the content covered in a particular unit. Parents are informed of these goals at the beginning and end of each unit to share student progress.</p>

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>To achieve these goals the following resources have been aligned: Contract for Excellence (C4E) allocations were utilized to pay for one Mathematics Academic Intervention Teachers. (1 X \$91,562 = \$91,562) Title I School Wide Programs funded a second Mathematics Academic Intervention Teacher (1 X \$91,562 = \$941,562) An additional Mathematics AIS provider is also funded utilizing Title II Supplemental, bringing the total number of Mathematics AIS teachers to three (1 X \$91,562 = \$91,562) Title I School Wide Programs are used to fund a full-time Mathematics coach. (1 X \$91,562=\$91,562) Tax Levy funds are used for CFN School Support Set Aside (1 X \$34,800 = \$34,800), which includes Mathematics professional development. Mathematics After School Program utilizes Per Session Title I SWP Funds (Salaries include one secretary, one supervisor and a minimum of ten teachers (\$54,296) A one time Allocation of Tax Levy funding of \$36,270 has been set aside for books, including support of mathematics instruction.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>ITA Assessments are given two times during the academic year. Data will be monitored electronically through acuity to inform the next steps of instruction. Particularly, teachers will be analyzing the data in each skill area to provide specific instruction in areas of need. Acuity Predictive Exams are given mid year. This data is analyzed to determine the specific skills and strategies students need to succeed. Teachers are then able to differentiate instruction based on students' needs. Everyday Mathematics Assessments, which include Kid Watching notes, written unit assessments, and open responses, are collected and analyzed. Data is collected four times each year in conjunction with the marking periods as part of school wide Monitoring for Progress to reflect upon trends from classes, grade levels, and used as a basis to inform instruction. Monthly grade and Data Instructional Team meetings will include analysis of data from formative and summative exams to reflect on progress toward meeting our goal. Analysis of May 2010 NYS Mathematics exam results,</p>

Subject Area
(where relevant) :

English Language Learners

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By <input type="checkbox"/> June 2011, Limited English Proficient subgroup will improve their ELA performance by <input type="checkbox"/> 3 reading levels as measured by the TCRWP Assessments.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>ESL teachers utilize a blend of push-in and pull-out instruction to all English Language Learners in kindergarten through fifth grade classrooms to offer support in literacy and content areas to meet their state requirements of 360 minutes of weekly instruction for Beginner and Intermediate students and 180 minutes for Advanced students.</p> <p>The comprehensive Literacy Program for grades K to 5 is organized into a daily block of time. During that period, the children are immersed in reading, writing and word study, where they are taught specific skills and strategies by their classroom teachers, with support provided by AIS and ESL teachers.</p> <p>Differentiated instruction is data driven to meet the needs of all learners. This includes results from Acuity Predictive exams, the Teachers College Readers and Writers Interim Assessment Program, and teacher conference notes which are analyzed by all pertinent staff, including ESL teachers.</p> <p>Indicators of interim progress and/or accomplishment will be evidenced throughout the academic year utilizing the Teachers College Reading and Writers interim in the 2009-2010 school year, specifically September, December, March and June. This benchmark level is incorporated into a child’s overall reading assessment, which also includes teacher conference notes, and other informal data collection.</p> <p>Furthermore, interim progress will be measured by tracking individual student progress of reading levels. 50% of students in grades 3, 4 and 5 will make positive growth in reading levels as measured by TCRWP from September to June. Although not all students will attain grade level proficiency, this measure of progress will highlight personal development in reading.</p> <p>Word study including phonemic awareness will be developed utilizing the OG approach, grammar and vocabulary development and incorporated into a specifically programmed word study block each day of the week.</p> <p>Particular attention is paid to vocabulary development for English Language Learners as a vehicle for improved comprehension. ESL teacher led workshops will be incorporated into ongoing grade level professional development to share best practices.</p> <p>Ongoing professional development will be provided to support the needs of every</p>

	<p>classroom, participation in CFN network study groups and workshops, including specific meetings toward the Common Core State Standards for ESL students, and DOE workshops.</p> <p>ESL teachers support and instruct a "Testing as a Genre" Unit of study implemented in Grades 3, 4 and 5 as an instructional theme based on ELA preparation.</p> <p>An after school program is offered to students in need of improvement in Grades 3, 4 and 5 to prepare for the ELA exam by grouping ESL students according to their proficiency level.</p> <p>An after school program to enhance writing and grammar of Advanced and Intermediate Level English Language Learners will be held in the Fall/Winter semester to get students ready for rigorous academic grade level expectations.</p> <p>An after school program is offered to students in grades 2 through 5 in need of language support. This program utilizes a musical approach to language called "English to a Beat."</p> <p>An early childhood music program will be provided through Arts Connection to grades K and 1 to enhance listening and speaking skills through expressive choral singing.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> To achieve these goals the following resources have been aligned: Tax Levy Fair Student Funding monies were used to fund eight full-time ESL teachers (8 X \$68,172 = \$545,376).</p> <p>Title III LEP and Title III Immigrant Funds are utilized as follows: Educational Consultant from Arts Connection to address Listening and Speaking skills in early childhood bilingual and heavily populated ESL classes. (\$14,000) After School Program Title III Per Session Funds in English Language Arts for Grades 3, 4 and 5; Mathematics support for grades 3, 4 and 5; Writing and Grammar Support for Advanced and Intermediate Students in Grades 3, 4, and 5; Language Support with "English to a Beat" for Grades 1 and 2. Funds supply one secretary, one supervisor and a minimum of 15 teachers. (\$52,598) Title III Supplies and Title III Textbooks (\$7,000)</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Teachers College Reading and Writing Assessments are given four times during the academic year. Data will be gathered electronically to monitor students' progress and inform the next steps of instruction. Particularly, teachers will be analyzing the data to provide specific instruction in areas of need.</p> <p>Acuity Predictive Exams are given in the middle of the school year. The data from this source is analyzed to determine the specific skills and strategies students need to succeed. Teachers are then able to differentiate instruction based on students' needs. Monthly grade and Data Instructional Team meetings will include analysis of data from formative and summative exams to reflect upon progress toward meeting our goal.</p> <p>Analysis of April 2010 NYS ELA exam results Analysis of Spring 2010 NYSESLAT exam summative and strand reports.</p>
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Subject Area (where relevant) : Special Education

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By <input type="checkbox"/> June 2011, Students with Disabilities subgroup will improve their ELA performance by <input type="checkbox"/> 3 reading levels as measured by the TCRWP Assessments.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> The comprehensive Literacy Program for grades K-5 is organized into a daily 130 minute block of time. During that period, the children are immersed in reading, writing and word study, where they are taught specific skills and strategies by their classroom teachers, with support provided by AIS and ESL teachers.</p> <p>Differentiated instruction is data driven to meet the needs of all learners. This includes data from results of Acuity Predictive exams, the Teachers College Readers and Writers Interim Assessment Program, teacher conference notes and IEP goals.</p> <p>Indicators of interim progress and/or accomplishment will be evidenced throughout the academic year utilizing the Teachers College Reading and Writers Interim Assessment Program (TCRWP). This assessment will be administered four times in the 2009-2010 school year, specifically September, December, March and June. This benchmark level is incorporated into a child's overall reading assessment, which also includes teacher conference</p>

notes, and other informal data collection.

Furthermore, interim progress will be measured by tracking individual student progress of reading levels. 50% of students in grades 3, 4 and 5 will make positive growth in reading levels as measured by TCRWP from September to June. Although not all students will attain grade level proficiency, this measure of progress will highlight personal development in reading.

Every student will monitor their reading by completing a reading log throughout the year.

Individual student reading goals are developed for each student four times a year based on TC Assessment Data focusing on a comprehension and decoding strategy. Parents are informed of these at the beginning and end of each TC assessment period to show student progress. These goals become a focus for the students, teachers and parents to help improve reading skills and strategies.

Word study including phonemic awareness will be developed utilizing The OG Approach, grammar and vocabulary development and incorporated into a specifically programmed word study block each day of the week.

Ongoing professional development will be provided to support the needs of every classroom, AIS, and ESL teacher by the literacy coach and visiting consultants, representing TC and OG and CFN support specialists.

Extended Day 37 ½ minute tutorial instruction is focused on English Language Arts based on findings from the 2009-2010 Inquiry Team. The research based programs Early Success and Soar to Success are utilized, along with OG approach, providing intervention three days per week to the lowest third of the entire school in grades Kindergarten through Five.

Academic Intervention Literacy service teachers push into all Kindergarten through Fifth Grade classrooms two periods per week to offer additional services for the lowest third of each class.

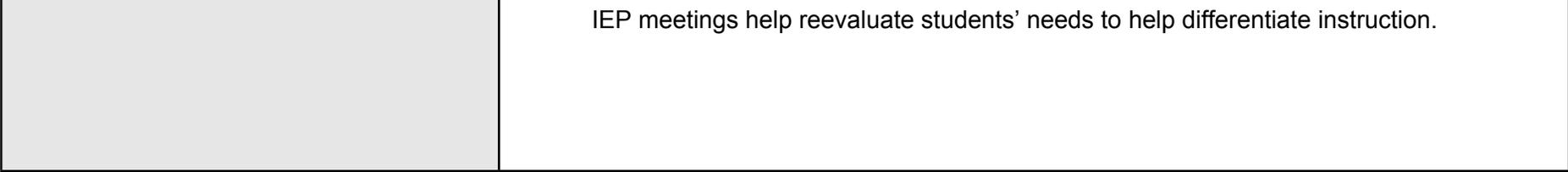
Testing as a Genre is implemented in Grades 3, 4 and 5 as an instructional theme based on ELA preparation.

An after school program is offered to students in need of improvement in Grades 3, 4 and 5 to prepare for the ELA Exam.

Special Education Teachers and Mathematic teachers will differentiate instruction in Special Education classes by using Focus Math.

Wilson Foundations, as well as the OG approach, is incorporated into the literacy block to support struggling readers in self-contained Special Education classes.

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>To achieve these goals the following resources have been aligned:</p> <p>Contract for Excellence (C4E) allocations were utilized to pay for the salary of 3 Literacy Academic Intervention Teachers. This included three full-time Literacy AIS staff. (3 X \$91,562=\$274,686)</p> <p>Title I SWP funds are used to fund a full-time Literacy coach. (1 X \$91,562=\$91,562)</p> <p>Tax Levy Children First Network Support Funds are used for CFN School Support Set Aside (1 X \$34,800=\$34,800), which includes Services and Professional Development.</p> <p>Title I SWP funds are used for Teachers College Reading and Writing Project Calendar Days of Professional Development and on site staff development (1 X \$33,600=\$33,600) and Orton Gillingham staff development on site (1 x \$10,000=\$10,000)</p> <p>Title I SWP funds are set aside to support an English Language Arts After-School Program Per Session, including salaries of one secretary, one supervisor and a minimum of ten teachers (\$54,296)</p> <p>Tax Levy Fair Student funding of \$100,000 has been set aside for books, including support of literacy instruction.</p> <p>Tax Levy IEP funds are used to support the services of a full-time IEP teacher (1 X \$68,172 = \$68,172)</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Teachers College Reading and Writing Project Assessments are given four times during the academic year. Data for both TC and NYS ELA will be monitored electronically through TC and ARIS to inform the next instructional steps. Particularly, teachers will be analyzing any halt in each skill area enabling them to provide specific instruction in areas of need.</p> <p>Acuity Predictive Exams are given mid year. The data from this source is analyzed to determine the specific skills and strategies students need to succeed. Teachers are then able to differentiate instruction based on students' needs.</p> <p>Conference notes are taken during both reading and writing workshop to informally assess ongoing progress.</p> <p>Monthly grade and Data Instructional Team meetings will include analysis of data from formative and summative exams to reflect upon progress toward meeting our goal.</p> <p>Analysis of January 2009 NYS ELA exam results.</p> <p>Teachers lesson plans reflect program being implemented.</p> <p>Literacy/Math Coaches will monitor classroom progress.</p> <p>Observations and Walk Throughs will reveal incorporated programs.</p>



IEP meetings help reevaluate students' needs to help differentiate instruction.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. 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 Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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, CORRECTIVE ACTION, OR RESTRUCTURING

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

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	24	24	N/A	N/A	4			
1	34	24	N/A	N/A	3			
2	58	26	N/A	N/A				
3	38	22	N/A	N/A	2			
4	38	52	38	38	1			
5	42	47	42	42	1			
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. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	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.).
ELA:	<input type="checkbox"/> <p>During the school day, English Language Arts Academic Intervention services are provided as a push-in model for the lowest third of each class in grades K through 5 twice per week. This small group instruction delivers a variety of strategies to improve literacy (e.g., comprehension, word study, fluency, letter/sound recognition) using varied methods of delivery (i.e., guided reading and writing, conferencing, co-teaching) based on the needs of the students in order to meet state standards.</p> <p>During the 37 ½ minutes extended day tutorial from Monday through Wednesday, groups of up to ten (10) students are taught literacy skills through the use of a research based programs (Soar to Success, Early Success, and OG approach).</p> <p>After school students in grades 3, 4, and 5 are offered an additional ELA test preparation course. The program utilizes the workshop model of instruction and provides supplementary literacy support for test taking skills and strategies.</p>
Mathematics:	<input type="checkbox"/> <p>During the school day, Mathematics academic intervention services are provided as a push-in model for the lowest third of each class in grades K through 5 twice per week. This small group instruction delivers a variety of strategies to improve mathematics utilizing the Everyday Mathematics, Investigations, and Focus Math program and supplementary resources dependent on grade level and student needs (e.g., Skills Links, Focus Math intervention, and manipulative materials) using varied methods of delivery (i.e., guided math groups, conferencing, "Kid Watching Notes") based on the needs of the students' in order to meet state standards.</p> <p>After School students in grades 3, 4 and 5 are offered an additional Mathematics test preparation course. The program utilizes the workshop model of instruction and provides supplementary mathematics support for test taking skills and strategies.</p>
Science:	<input type="checkbox"/> <ul style="list-style-type: none"> • During the school day, Science content area is also incorporated into English Language Arts academic intervention services which are provided as a push-in model for the lowest third of each class in grades K through 5 twice per week. This small group instruction delivers Science content area lessons utilizing non-fiction text based on the reading levels of the

	students in order to meet state standards.
Social Studies:	<input type="checkbox"/> <p>During the school day, Social Studies content area is addressed through English Language Arts academic intervention services which are provided as a push-in model for the lowest third of each class in grades K through 5 twice per week. This small group instruction delivers Social Studies content area lessons based on the reading levels of the students in order to meet state standards.</p>
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> <p>During the school day, the full-time guidance counselor meets at risk children once per week to provide support for the children's emotional, social and behavioral needs. This is a flexible group and is subject to change, as the need arises.</p>
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> <p>NA</p>
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> NA
At-risk Health-related Services:	<input type="checkbox"/> NA

- 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. **APPENDIX 2 PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)** 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 **CFR Part 154** in the manner 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.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

PS 69 provides quality education for all of its students. Our school has 902 students and 485 of these students are English Language Learners. An approximately 58.7% are identified as ELLs. PS 69 provides ELLs with a selection of bilingual instruction programs according to CR Part 154 parental choice and Title III guidelines. Students participate in either the Free Standing English as a Second Language Program or in the Transitional Bilingual Education Program. ESL instruction is provided to ELLs through a blended program of both the Push-in and Pull-out models. Our school provides ESL instruction in kindergarten through 5th grade. There are 3 Chinese Bilingual classes, one in kindergarten, one in first grade and a Chinese Bilingual Special Education bridge class in grades 4/5. All students receive academic instruction as mandated by CFR Part 154 and the Language Allocation Policy. Our students receive instruction tailored to comply with city and state performance standards. Differentiated instruction is implemented to meet or exceed these learning standards. All bilingual and ELL teachers are fully certified. Additionally, staff members as well as parents participate in high quality professional development. Teachers and parents work collaboratively to enhance the overall experience of the student as a successful learner. Title III funding). The After school ELA and Mathematics test preparation program will be offered to ELL students in grades 3, 4, and 5 in the Winter semester. The Title III program will supplement the regular mandated ESL instruction that the children receive. The ELA program will use materials from Comprehensive Assessment of Reading Strategies by Curriculum Associates Inc., E- LAP: Preparing English Language Arts Test by Continental Press. The Math program will use materials from Comprehensive Math Assessment by Options Publishing, New York State **Section II. Title III, Part A LEP Program Narrative**

Grade Level(s)

Grades 3, 4 & 5 enrichment program will be offered to ELL students in grades 3, 4, and 5 in the Fall/Winter semester. The Title III program will supplement the regular mandated ESL instruction that the children receive. The program will target advanced level students for grammar and Writing. **Number of Students to be Served:** The New York State Test by Raleigh Education will be used. The program will meet twice per week from approximately November to January for a total of 18 sessions, including teacher professional development. Approximately 235 children will be invited to attend.

Number of Teachers: 15
Other Staff (Specify): N/A
School Building Instructional Program/Professional Development Overview
 An after school enrichment program will be offered to ELL students in grades 1 and 2 in the Spring semester. The Title III program will supplement the regular mandated ESL instruction that the children receive. The program will use materials from "English to a Beat" and scientifically based programs distributed by Rigby. The program will meet 2 times per week from approximately May to June for a total of 12 sessions, including teacher professional development. Approximately 173 children will be invited to attend.

Section II. Title III, Part A LEP Program Narrative
Language Instruction Program

Highly qualified teachers for all after-school program, certified in the Common Branches, Bilingual Education, or ESL will deliver instruction in English. The program will include 4 ½ hours of parental support workshops to be conducted by certified ESL/Bilingual teachers. These workshops will include literacy and mathematics support for both the classroom and at home.

PS 69 will offer Arts Connection, a program that incorporates performing, visual, literary, and media arts. Arts Connection programs allow children to develop their own artistic potential while building skills and fluency in the English Language. A professional musician, Reuben Gonzales, will be working with K-2 English language learners and special education classes weekly, modeling oral language skills. Students will participate in all areas of language acquisition through interactive listening and singing. The goals for this program for 2010-2011 include the following;

- Increased listening comprehension and building a receptive vocabulary.
- Increased usage of linguistic patterns in the English language
- Developing rhythm and repetition for natural syntax in the English Language

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.

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ESL teachers will meet throughout the year with their grade teachers from K-5 for ongoing collaboration. In the Spring, ESL teachers will conduct a professional development session with the grades to provide an overview of the NYSESLAT and LAB-R exam. Additionally an outside Teachers College, Columbia University staff developers will work with teachers to develop lessons to support English Language Learners in the classroom . All teachers working with ELLs are being trained in using the Orton Gillingham Approach to reading instruction. ESL teachers will attend a monthly meeting from the Learning Support Organizations for training in current ESL techniques. These ESL professional development activities will sustain and support the teachers in their instructional programs. ELA, Mathematics and ESL standards will be aligned with instruction to amplify and enrich both the teacher and learner. The goals for this program for 2009-2010 include the following;

- Incorporating Differentiated Instruction with the Treasure Chest Program
- Developing lessons using the Orton- Gillingham approach to reading
- Using current techniques for language acquisition for ELLs

Section III. Title III Budget

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School: 20K069

BEDS Code: 332000010069

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$52598	<input type="checkbox"/> 1 Supervisor ELL Classes (Gr.1 and 2) (18 Sessions) 1 Supervisor ELL Classes (ELA/Math-ESL) (24 Sessions) 1 Supervisor ELL Classes (ELL Gr. 3,4, and 5 Writing and Grammar Program) (12 Sessions) Supervisor Per Session \$43.94 x (148 hours) = \$6,536 15 Teachers ELL Classes (Gr. 1 and 2) 15 Teachers ELL Classes (Gr. 3,4, and 5 ELA/Math-ESL) 15 Teachers ELL Classes (ELL Gr. 3,4, and 5 Writing and Grammar Program) Teacher Per Session \$41.98 x (950 hours) = \$39,912 1 Secretary ELL Classes (Gr.1 and 2) 1 Secretary ELL Classes (Gr. 3,4, and 5 ELA/Math-ESL) 1 Secretary (ELL Gr. 3,4, and 5 Writing and Grammar Program) Secretary Per Session \$25.87 x (249 hours) = \$6150 Teacher and supervisor per session hours to carry out student enrichment program for students as well as workshops for parents. Teacher coverages, and language translators.
Purchased services - High quality staff and curriculum development contracts	\$14,000	<input type="checkbox"/> Arts Connection musician, Reuben Gonzalez \$125 x 112 Sessions = \$14,000
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$7,000	<input type="checkbox"/> Books, Instructional Materials and Supplies

Educational Software (Object Code 199)	N/A	<input type="checkbox"/> N/A
Travel	N/A	<input type="checkbox"/> N/A
Other	N/A	<input type="checkbox"/> N/A
TOTAL	0	

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.

- After a review of our home language surveys, we determined what translations are necessary in support of the communication between home and school. Letters sent home are translated into the dominant home languages of Chinese and Spanish. Staff members that speak and write in Chinese and Spanish provide translation services. Additionally, other staff members speak and write in Russian, Urdu, and Arabic and are called upon if needed.

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.

- The majority of the written translation and oral interpretation needs (approximately 76%) are in the Chinese language. Chinese is the identified primary language of approximately 76% of the families of PS 69K. Additionally, Spanish is identified as the primary language of 12% of the families at PS 69.
- The findings are reported at School Leadership team meetings and Parent Association meetings, as well as Faculty Conferences.

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.

- Our staff members who speak and write in Chinese and Spanish have volunteered to provide translations of any letters and/or memos to be sent home. The Translators are paid per session and letters/memos to be translated will be given to the translators at least two days before being sent home. Copies made have English on one side and Chinese or Spanish on the other. If needed, other staff members are available to translate into Russian, Arabic and Urdu.

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

- Oral translation services will be provided by staff members who speak the language. Scheduling will be modified to allow these staff members to be able to translate at various workshops and Parent Association meetings. Per session funds are available for staff members to offer translations during evening conferences and events.

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 school will fulfill the Chancellor's Regulation that families with Limited English will be provided with a meaningful opportunity to participate and have access to programs and services critical to their child's education. Upon entering PS 69, parents are greeted with signs offering Language Services displayed in the main Entry and then repeated outside the Main Office. These signs are posted in every identified language from PS 69K. Additionally, a Language Identification Card is on the Main Counter inside the Main Office. This card is presented to non-English speaking parents, so that they may find their language and identify it to office staff. Over the phone interpretation services are also available from the NYC DOE Translation and Interpretation Unit; this phone number is listed on the Language Identification Card. Translators will be provided when needed at workshops and Parent Association meetings to ensure each family will receive all communications based on their home language survey. Letters sent home will be translated into the dominate language of need (Chinese and Spanish) to support communication.

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 2010-11:	\$878,763	\$178,970	\$1,057,733
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$8,788	\$1,790	\$10,578
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$43,940	*	\$43,940
4. Enter the anticipated 10% set-aside for Professional Development:	\$87,880	*	\$87,880

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100%

6. 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.

* Federal waiver granted; additional set-asiders for Title I ARRA are not required for these areas.

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND 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.

School PS 69K, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a parent involvement policy to strengthen the link between the school and the community. School PS 69K’s policy is designed to keep parents informed by actively involving them in planning and decision making. Parents are encouraged to actively participate on School Leadership Teams, Parent Associations, and Title I Parent Advisory Councils, as trained volunteers and welcomed members of the school’s community. Education research shows a positive correlation between parental involvement and student achievement. The overall aim of the policy is to develop a parent involvement program that will:

- Build a home-school partnership that assists parents in acquiring effective parenting skills;
- Provide parents with the information and training needed to effectively become involved in planning and decision making;
- Increase their understanding of their right to support their child’s education by being involved in the educational process;
- Increase the role of the home in enriching education and improving student achievement; and
- Develop positive attitudes toward the entire school community.

School PS 69K’s Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy to improve the academic quality of the school. The findings of the evaluation will be used to design strategies to more effectively meet the needs of parents, and if necessary, to revise the Title I Parent Involvement Program and this policy.

In developing the School PS 69K Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school’s Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Parent Involvement Policy and asked to survey their members for additional input. This School Parental Involvement Policy and the School Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I Part A Programs, as evidenced by the Principal’s Title I Parents Meeting on November 12, 2010.

This policy will be adopted by PS 69K on November 12, 2010 and will be in effect for the period of the 2010-2011 school year. This school will distribute this policy to all parents of participating Title I Part A children on or before November 12, 2010 at the Principal’s Title I Parents Meeting.

To increase parent involvement, PS 69K will:

- Actively involve and engage parents in planning, reviewing and improving the Title I program, including the Parent Involvement Policy of the school;
- Engage parents in discussion and decisions regarding the required Title I funds that local education agencies (LEA) must set aside and distribute directly to schools to promote parent involvement, including family literacy and parenting skills;
- Support school level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills.
- Maintain Parent Coordinators to serve as liaisons between the school and communities. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
- Conduct parent workshops with topics that may include: parenting skills, grade level curriculum expectations; literacy, accessing community and support services; and technology training to build parents capacity to help their children at home.
- Provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability status, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- Host the required Annual Meeting to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Section 1118 of Title I, Part A;
- Schedule additional parent meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- Translate all critical school documents and provide interpretation during meetings and events as needed; and
- Conduct ongoing parent workshops where all parents are invited to attend formal presentations and workshops that address their parenting needs.

PS 69K will further encourage school level parental involvement by:

- Providing school folders for daily written communication between school/teacher and the home.

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.

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PS 69K staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share the responsibility for improved academic achievement and the means by which a school/parent partnership will be developed to ensure that all children achieve State standards.

SCHOOL RESPONSIBILITIES

PS69K staff will

- Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's standards by:
 - Using academic learning time efficiently;
 - Providing a safe, supportive and effective learning environment for students and a welcoming environment for parents/guardians;
 - Respecting cultural, racial and ethnic differences;
 - Implementing a curriculum aligned to State standards;
 - Offering high quality instruction in all content areas; and
 - Providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act.

- Address communication issues between teachers and parents by:
 - Conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
 - Convening an annual meeting (early in the school year) for parents of students participating in the Title I program to inform them of the Title I program and their right to be involved;
 - Arranging additional meetings at other flexible times, i.e., morning and evening; phone conferences; and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular school meeting;
 - Ensuring that information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
 - Involving parents in planning, reviewing, evaluating and improving the Title I programs and the parental involvement policy;

- Providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual and school information; and
- Ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents.

Provide parents reasonable access to staff by:

- Notifying parents of the procedures to arrange an appointment with their child's teacher; arranging opportunities for parents to volunteer in the school or at home; and
- Providing for Open School activities that include observations of classroom activities.

Provide support to parents by:

- Assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities. Times will be scheduled so that the majority of parents can attend;
- Sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community; and
- Supporting parental involvement activities as requested by parents.

PARENT/GUARDIAN RESPONSIBILITIES

The Parent/Guardian will:

- Monitor my child's attendance and ensure my child arrives to school on time. When my child is absent, I will follow the procedures to inform the school;
- Ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and their age;
- Make sure that homework is completed and assist my child if necessary;
- Read to my child or discuss what my child is reading each day (minimum 15 minutes);
- Set limits to the amount of time and what my child watches on television or plays video games;
- Promote positive use of my child's extracurricular time such as, after school extra learning opportunities, clubs, team sports and/or quality family time;
- Volunteer in my child's school either at the school or assisting from my home in some way if time or schedule permits;
- Participate, as appropriate, in the decisions relating to my child's education. I will:
 - Communicate with my child's teacher about their educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;
 - Respond to surveys and notices when requested;
 - Become involved in developing, implementing, evaluating, and revising the school-parent involvement policy;
 - Participate in or request training that the school offers on teaching and learning strategies whenever possible;
 - Take part in the PA or serve to the extent possible on policy advisory groups, e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
 - Share the responsibility for the improved student achievement of my child.

STUDENT'S RESPONSIBILITIES

I will:

- Attend school regularly and be on time for school;
- Complete my homework and turn in all assignments on time;
- Follow the school rules and be responsible for my actions;
- Show respect for myself, other people and property;
- Try to solve disagreements or conflicts peacefully; and
- Always try my best to learn.

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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.

Please refer to the Needs Assessment Section IV.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

Children who are performing below standard will receive intense AIS services in the academic area of need. These services are provided by six full-time Academic Intervention Teachers. Three have programs devoted to Literacy and three have programs devoted to Mathematics instruction. The push-in/pull-out model will be used to provide intervention to all classes in Kindergarten through Grade 5 twice per week, thereby reaching out with intervention support to the lowest third of the entire school. Groups will be formulated according to the skills and

strategies needed to be strengthened. In addition, at appropriate intervals during the school year, after school programs will be offered for grades 3, 4 and 5 in preparation for the higher proficiency levels in ELA and Math.

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.

3. Instruction by highly qualified staff.

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- The 100% of highly qualified teachers reflects the reporting from the 2009-2010 BEDS survey.

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.

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- Staff development is planned by the administrative cabinet and instructional team. Our Literacy, Math and Data Coaches along with our grade leaders, department specialist, Teachers College staff developers, partnership organizations, and CFN support specialists conduct

staff development. Additional outside staff development opportunities are also provided by Teachers College for both reading and writing for teachers and administrators. In addition, ESL, data, technology and content area workshops are provided by the CFN and DOE for teachers, paraprofessionals and administrators. Also, Orton Gillingham training is also provided to all classroom teachers, Literacy AIS, and student support services to provide teachers with OG Methodology by an OG Consultant.

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



- We carefully interview and select high-quality candidates for our high achieving, well-developed, “A” rated school.
- Resumes are considered and researched from those received via mail, email, and DOE Human Resources candidates’ pool from the Open Hire, Open Market, and Teaching Fellows websites.
- Candidates are initially interviewed by the Principal and Assistant Principals.
- In addition, a second interview is required which may include department members for special license areas, such as Special Education.

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



- Both the Parent Coordinator and the Parents Association have lending library materials available for parents to borrow.
- Monthly Parent Association meetings are often combined with Family Fun Activities, such as art making workshops, academic workshops, and multicultural performances.
- Parents are invited to classroom celebrations for our Halloween Parade, Dance Festival, Winter Concert and Spring Concert.
- Our Annual Family Reading Night invites families to come together to hear stories read at school in the evening. Children come to the event in pajamas and then enjoy milk and cookies with their parents.
- The NYC DOE Office of Adult Education offers daily English classes to parents and members of the community from Monday through Friday from 9:00 to 11:00 AM in our school cafeteria.
- The NYC DOE Office of Adult Education offers weekly GED classes to parents and members of the community from Monday through Wednesday afternoons from 3:30 to 7:00PM in our school cafeteria.

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.



- Due to space limitations, there is no pre-kindergarten program offered at PS69K.

- Parents of students accepted into Kindergarten are notified by mail in June and sent a welcome letter in August.
- The welcome letter gives detailed information about their child's class and the schedule for the beginning of school. As per DOE policy, the first two days are usually half-days for Kindergarten students. Our Parent Coordinator organizes a welcome breakfast for Kindergarten and transfer students' parents. They are able to meet the Parents Association officers, Principal, and Assistant Principals and review the Parent/Student Handbook.

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.



- All teachers are engaged in the review and analysis of multitudes of data garnered from both formal and informal sources. Formal sources include, but are not limited to NYS exams, Mathematics Acuity, Predictive Acuity exams, and Teachers College Reading and Writing Assessments. Informal sources include teacher made assessments, projects, conference notes, unit tests in Mathematics, and Kid Watching notes in Mathematics. Results of assessments and student data are reviewed on the agendas of the following:
 - Weekly Cabinet meetings
 - Monthly grade meetings
 - Monthly Data Instructional Team meetings
 - PPT Meeting
 - Monthly AIS/ESL meetings
 - Monthly Faculty Conferences
 - Periodic data workshops to navigate the different systems, i.e. Teachers College, ARIS, Acuity
 - Monthly Special Education Meetings

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.



- Our Pupil Personnel Team meets each month to discuss the children who are below the academic standards or are struggling with emotional, social, or behavioral issues. A plan will be created for each child with appropriate services offered, i.e., AIS reading and/or Math, at-risk services including Resource Room, Speech, Counseling, OT/PT, or special education evaluation or services.
- Our AIS team meets monthly to discuss student progress with full-time special education service providers.

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.

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- Our Parent Coordinator, Guidance Counselor, school psychologist, and social worker work together to provide appropriate resources to parents in need of assistance.
- Children's First Network support specialist for Youth and Development also offer support to schools and families in need, including working with the NYC Administration for Children's Services.
- The NYC DOE Office of Adult Education offers daily English classes to parents and members of the community from Monday through Friday from 9:00 to 11:00 AM in our school cafeteria.
- The NYC DOE Office of Adult Education offers weekly GED classes to parents and members of the community from Monday through Wednesday afternoons from 3:30 to 7:00PM in our school cafeteria.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using all of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of its students.

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I).

However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e., Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (ARRA)	Federal	Yes			\$213,130	True	CEP Section VI : Action Plan
Title I, Part A (Basic)	Federal	Yes			\$567,254	True	Section VI: Action Plan
Title II	Federal	Yes			\$131,111	True	Section Vi: Action Plan

¹**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
 - is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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.

NA

2. Ensure that planning for students served under this program is incorporated into existing school planning.

NA

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;

NA

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

NA

c. Minimize removing children from the regular classroom during regular school hours;

NA

4. Coordinate with and support the regular educational program;

NA

5. Provide instruction by highly qualified teachers;

NA

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

NA

7. Provide strategies to increase parental involvement; and

NA

8. Coordinate and integrate Federal, State and local services and programs.

NA

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

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: In Good Standing **SURR PHASE / GROUP (IF APPLICABLE):**
Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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.

APPENDIX 7: 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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

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.)

We do not have any students in temporary housing.

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

Students in temporary housing will be immediately enrolled to the school, and included in school day academic programs, and before and after school or summer enrichment programs that meet the eligible student's academic, social and emotional needs. Comprehensive services, including conflict resolution and violence prevention counseling and/or other counseling services relative to the specific needs with homeless children and youth may also be provided. If needed, child will be provided with school supplies, seasonally appropriate clothing and expenses for participation on school trips. Additionally, the parent will be invited to attend all school workshops and any specific at risk meetings with guidance counselor, classroom teacher and administration to help facilitate their transition to PS 69. Professional development is provided to raise the awareness of educator and pupil services personnel of the rights of homeless children and youth under the McKinney-Vento Homeless Assistance Act.

Part B:

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).
N/A
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
 N/A
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 your Children First Network.
N/A

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_20K069_102910-112452.doc

OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K-12 LANGUAGE ALLOCATION POLICY SUBMISSION FORM

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster	Cluster 6, CFN 609	District	20	School Number	069	School Name	Vincent D Grippo
Principal	Jaynemie Capetanakis			Assistant Principal	JoAnn Yenser, Raquel Powers		
Coach	Dana Marinaro			Coach	Gordana Buchanan		
Teacher/Subject Area	Mannor Wong/ ESL			Guidance Counselor	Mandy Huang		
Teacher/Subject Area	Rosemary Neglia/Data			Parent	Wendy Acosta		
Teacher/Subject Area	Donna Pollari /ESL			Parent Coordinator	Patricia Coluccio		
Related Service Provider	Margaret Schwertman/ Spec. Ed.			Other	N/A		
Network Leader	Deborah VanNostrand			Other	N/A		

B. Teacher Qualifications

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

Number of Certified ESL Teachers	7	Number of Certified Bilingual Teachers	2	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	902	Total Number of ELLs	485	ELLs as Share of Total Student Population (%)	53.77%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

As highlighted in New York State CR Part 154, all students at PS 69 must be screened according to a LEP identification Process. All certified ESL and Chinese Bilingual teachers as well as the Chinese school guidance counselor conduct an informal oral interview in English and in the native language. Formal initial assessment comprises of completing the Home Language Identification Survey. If necessary, a call will be made to the Language Interpretation Unit provided by the New York City Department of Education.

The ESL department reviews and identifies possible ELLs according to the answers on the Home Language Questionnaire. All Language Assessment Battery –Revised (LAB-R) testing is administered within 10 days by the ESL department. Results from the LAB-R determines program placement for those newly arrived students. NYSESLAT results from the previous school years are then examined to determine eligibility for the current school year. Continued Entitlement Letters as well as Non-Entitlement/Transition Letters are distributed to the parents at the beginning of each school year. Entitlement Letters for the newly arrived tested students are distributed as well.

A Parent Orientation meeting is scheduled within ten days of the start of the school year. At the Parent Orientation meeting, the ESL department, Bilingual teachers as well as native language translators conduct the meetings. Parents are given an overview of the three program choices (Transitional Bilingual, Dual Language, and Freestanding ESL) and divided into language groups. Parents then view the Orientation Video for Parents of Newly Enrolled English Language Learners distributed by the New York City Department of Education. The video is available in 11 different language including English. Each question in the parent survey and program selection form is read aloud for clarification. Any questions and concerns are answered individually and in a group format according to language. To ensure that parents understand their program choices we conducted two orientation workshops in September and October. Parent survey and program selection forms that are not returned are followed up by a letter in their native language and a phone call if necessary.

After reviewing the Parent Survey and Selection forms for the following years, the trends indicate that parents are requesting Transitional Bilingual programs for the early grades (K-1) and ESL-only instruction for grades 2-5. In 2009, 27 parents requested placement for their child in a Transitional Chinese Bilingual kindergarten class. 23 parents continued placement for their child in a Transitional Chinese Bilingual first grade class.

In the current school year of 2010-2011, the Parent Survey and Program Selection forms indicate that parents are requesting Transitional Bilingual programs for the early grades (K-1) and ESL-only instruction for grades 2-5. In 2010, 26 parents requested placement for their child in a Transitional Chinese Bilingual kindergarten class. 4 newly arrived ELLs requested placement in the Transitional Bilingual first grade class. In alignment with the parents' requests, we offered two Bilingual classes in the Chinese language, one in kindergarten and one in first grade in addition to a freestanding ESL program. The school also offers a Chinese Bilingual Special Education Bridge class in grades 4 and 5. Other ELLs in grades K-5 are serviced with the ESL push-in models of instruction with pull-out when necessary.

Part III: ELL Demographics

A. ELL Programs

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	1	1			.5	.5	0							3
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	3	4	6	5	6	7								31
Total	4	5	6	5	7	8	0	0	0	0	0	0	0	35

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	485	Newcomers (ELLs receiving service 0-3 years)	423	Special Education	27
SIFE	38	ELLs receiving service 4-6 years	62	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	58		3	7		7				65
Dual Language										0
ESL	423	38	4	62						485
Total	481	38	7	69	0	7	0	0	0	550

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese	26	32			9	1								68
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	26	32	0	0	9	1	0	68						

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	10	5	6	8	7	10								46
Chinese	30	42	76	65	57	66								336
Russian	1													1
Bengali														0
Urdu		2	0	0	2	2								6
Arabic	3	2	4	2	3	5								19
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian		1	1	1	1	1								5
Other		1	1	2	1	2								7
TOTAL	44	53	88	78	71	86	0	420						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Instruction is delivered within our freestanding ESL program according to the blended push-in and pull-out organizational models. Our freestanding ESL classes, like the bilingual classes, have been programmed to satisfy the Commissioner's Regulations, Part 154. In the push-in blended model, ESL teachers are scheduled to be with their ELLs during the literacy block. The ELLs are heterogeneously grouped. However, pull-out may be a necessary option to differentiate instruction based on students' proficiency levels, and therefore, homogeneously grouped. The ESL program further differentiates levels of instruction by providing 360 minutes a week for beginner and intermediate students and 180 minutes a week for advanced students.

Bilingual instruction is provided according to the balanced literacy approach language model for Transitional Bilingual Education Programs. Students in the beginning stages receive native language instruction and English instruction using a 60/40 ratio of Chinese to English respectively. As the year progresses, the teacher shifts increasingly towards English instruction in line with the children's emerging language proficiency. Intermediate students' native language instruction decreases slightly and we follow a 50/50 model. Advanced students receive 25% of instruction in Chinese and 75% in English. Native Language instruction is delivered in blocks of 50 minute periods daily according to the Language Allocation Policy Guidelines for Transitional Bilingual Programs.

Our school has three Chinese Bilingual classes, one in kindergarten one in first grade, and one 4/5 Special Education Chinese Bilingual bridge class. In line with the Commissioners Regulations, Part 154, all of the Bilingual teachers differentiate instruction according to the student's language levels. The bilingual classes extend the literacy block in order to accommodate the varied needs of the bilingual learner. Our three Bilingual teachers all work under their Bilingual licenses for the city and state of New York

Students in both the Bilingual and ESL programs are held to the ESL standards of achievement which have been aligned with the ELA standards. Thus the ESL teacher is expected to teach literacy skills along with English language skills. Achievement in both literacy and English language proficiency is then measured by the NYSESLAT exam.

The main goal of our ESL program is to integrate academic and English language instruction for success in the content subject areas. This framework, sometimes referred to as sheltered instruction, makes academic instruction comprehensible by providing extra context to the learner to enrich language development. Instructional support is a key component to differentiate instruction for the ELLs to make content comprehensible. The key components of sheltered instruction are the following: using a schema or theme, highlighting key concepts or vocabulary, using visuals and realia, modifying speech, modeling structure, singing and chanting. These are scaffolding techniques that build language skills and content vocabulary. Instruction is differentiated according to the subgroups of ELLs in the following categories; SIFE, Newcomers, ELLs receiving services 4-6 years and ELLs with special needs. All ESL teachers use Treasure Chest, a scientifically based ESL literacy program by Macmillan Publishers, which focuses on developing academic English and is differentiated to meet student's academic and linguistic needs. ELLs are presented with readers that are leveled according to English proficiency levels. Activity books are used in conjunction with the readers for literacy skills practice. Supplementary materials include realia, photo libraries, phonics cards, and reading strategy cards. Students are given the opportunities to learn concepts, skills, and information presented in a variety of ways consistent with their academic and English proficiency level. Words Their Way for English Learners by Pearson is incorporated with the Treasure Chest program for additional word study practice. The Orton- Gillingham Approach is the foundation for word study.

When students are identified as SIFE, in addition to mandated ESL services, they participate in our specialized Academic Intervention Service (AIS) Program which provides small group instruction. Classroom Connections by Benchmark Education Company is designed as an intervention program to focus on comprehension skills and strategies for at-risk students. SIFE students also participate in the Extended-Day program. Students are grouped according to their ESL and ELA levels. Soars to Success and Early Intervention for Reading Success by Houghton Mifflin is used during the extended-day which focuses on small group intensive tutoring instruction. SIFE students also receive additional ESL instruction by a licensed ESL teacher.

In addition to the mandated ESL services, ELLs that are identified as newcomers 0-3 years, have intensive word study using the Orton-Gillingham Approach, which emphasizes the use of phonics through direct instruction. This approach enables students to achieve fluency and comprehension. All ESL teachers, Bilingual teachers, Academic Intervention Specialist, as well as Special Education Teachers have been trained to use this technique. Additionally, newcomers who fall in the category of less than 3 years in the English language school system, yet are eligible for the ELA, participate in test preparation using the following test preparation materials; Strategies to Achieve Reading Success, and Comprehension Assessment Reading Strategies, by Curriculum Associates. Reading Skill by Skill, and New York City Edits by Rally Education, New York State Language Arts: Coach by Educational Design, throughout the school day as well as, after school.

In the Title III after school program, there is a specific focus on differentiated reading instruction. For the newcomers in grades 1 and 2 with less than 3 years, the program English to a Beat by Rigby Publishing will be used to supplement the regular mandated school day. This

program helps ELLs learn the skills of grammar and oral language in English while singing and chanting. There is also a reading and writing component specifically geared toward ELLs and language acquisition. For ELLs grades 3, 4, and 5, including those that receive services 4-6 years, we will be using Ladders to Success a below level support program that increases skill acquisition for struggling students. There are currently no students that have completed 6 years of ESL but students that fall into the 4-5 year category will receive additional ESL instruction by a licensed ESL teacher.

All ELLs identified with special needs, in addition to the mandated 360/180 minutes of ESL instruction, receive instruction using the Orton-Gillingham approach. Do the Math a program created by Marilyn Burns which differentiates math instruction specifically for ELLs with special needs is also used. Do The Math helps students develop the skills they need to compute with accuracy and efficiency, the number sense they need to reason, and the ability to apply their skills and reasoning to solve problems.

B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

The targeted intervention programs for ELLs in ELA and Math consists of an Academic Intervention Services (AIS) that target students in the following categories; students who have not made progress as Advanced or Intermediate ELLs for 2 years, Advanced ELLs and students who scored a level 1. Students meet in small groups with specialized teachers for additional instruction. AIS literacy teachers use Classroom Connections by Benchmark Education Company, a comprehension skills and strategies program based on a balance literacy model. ELA standards are aligned with instruction. AIS math teachers use Everyday Math by McGraw Hill and modify the content according to students' needs and math abilities. Hands on manipulatives are emphasized to aid students understanding of complex math concepts. Mathematics standards are aligned with instruction.

Students reaching proficiency on the NYSESLAT are provided transitional support with Academic Intervention Service Groups for both literacy and math. They are grouped homogeneously for small groups that meet during lunch time and target specific skills. They participate in the Title 1 funded reading and math program to continue to receive testing modifications for all New York State Examinations.

The new programs we are continuing for the current school 2010/2011 year, reflects the data that was analyzed from the previous years. This year, we continue to implement a ESL literacy program called Treasure Chest by Macmillan which focuses on developing academic English and is differentiated to meet student's academic and linguistic needs. ELLs are presented with readers that are leveled according to ESL proficiency levels. In collaboration with Teachers College, Columbia University PS 69 uses a Balanced Literacy Approach to reading and writing. This approach develops Literacy and Language skills using literature rich activities to help students use multiple strategies to become proficient readers. Another program used by AIS teachers is called Classroom Connections by Benchmark Educational Company, which focuses on a comprehension skills and strategies program based on the balance literacy model. All ESL, AIS, Special Education teachers and Classroom teachers have been trained in the Orton- Gillingham approach based on explicit phonics instruction. Do the Math by Math Solutions is also used by all Special Education classes to modify according to students skills and abilities.

Some programs have been discontinued due to the changing needs of our students based on data analysis. Phonics and Friends, by Hampton Brown and Rigby's On Our Way to English are no longer being used because they do not meet the diverse needs of the students.

Differentiated instruction was not a significant component of the programs. They lacked the specific instructional support to meet the linguistic needs of our diverse ELL population.

ELLs are afforded equal access to all school programs. During the day, they participate in the subject areas of art, music, technology, and physical education. A special student counsel is organized for students to participate in fundraisers, school spirit, and community activism. They are exposed to the democratic process of an election by campaigning and are required to make a public speech. Students vote for the candidate they believe represents them. Another school-wide activity to promote community service is the Penny Harvest Project. Pennies are donated to a community organization to teach awareness in giving to others in need.

After-school activities that offer equal access to ELLs include; Title III after school instructional programs to develop literacy and mathematics skills, and Arts Connection a program that incorporates performing, visual , literacy and media arts for students and their families. After-school clubs are also organized to encourage students to participate in various social activities such as; drumming, arts and crafts, tennis and basketball.

Computer technology which incorporates both visual and audio cues is especially useful for ELLs in the upper grades. Students in the fifth grades are provided with their own laptops for school. Upper grade students, second, third, fourth and fifth graders also receive computer technology instruction provided by our technology specialist. In 2008 and 2009 all third, fourth and fifth grade classrooms received Smartboards, a digital interactive medium which permits students to use a laptop as a classroom tool for group or individual instruction. Classroom teachers are encouraged to provide computer programs such as Clifford Literacy, Reader Rabbit, and Kidspiration for ELL students.

Native language support is delivered in the Chinese bilingual classes with bilingual books for their libraries. Additionally, teachers create their own materials in their native language to support a bilingual learning environment in content areas such as math, social studies, and science. Bilingual dictionaries in Chinese and other native languages are available both in the classroom and the library. For the upper grades, bilingual word to word glossaries in the content areas of math, science and social studies are available. For the ESL program model, direct translation for vocabulary development is a strategy used for language acquisition.

All AIS and support services correspond to ELLs ages and grade levels. Aged appropriate and grade level appropriate materials are selected to teach multi level students with different abilities. Low level high interest materials are available in the Classroom Connection program by Benchmark Education Company used by the AIS teachers as well as Treasure Chest, the program used by the ESL teachers to differentiate according to ELL proficiency levels

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

The professional development plan for all teachers inclusive of all ELL personnel includes approaches and strategies for ELL success in the classroom. Teachers received extensive training in the Orton- Gillingham Approach fo phonics and reading November, December, January of 2010 and will continue throughout the year . Teachers also received training by Teachers College staff developers biweekly on a monthly basis in September, October, November and throughout the year. Topics are discussed such as meeting the needs of ELL learners in the mainstream classroom and various ways of differentiating instruction through small group work and developing a plan of action. Visuals, charts and realia were also discussed for comprehensible input. Additionally ESL teacher meet weekly with their grade level classroom teachers to align instructional goals. ESL teachers regularly articulate with the classroom teachers in an effort to monitor students' progress.

There are also monthly professional development workshops conducted by NYC Division of School Support and Instruction throughout the school year. For October the topic was Academic Literacy for ELLs Aligned to the Common Core State Standards. For November the topic was Scaffolding Instruction for ELLs: ESL Strategies for Classroom Teachers. For December, the topic was Academic Literacy for ELLs Aligned to Common Core State Standards: Reading & Writing Informational Text . For January the topic will be Academic Literacy for ELLs Aligned to Common Core Standards: Looking at Student Work. For March, the topic will be Academic Literacy for ELLs Aligned to Common Core State Standards: Curriculum Mapping. And for June, the topic will be Academic Literacy for ELLs Aligned to Common Core State Standards, Best Practices.

The Parent Coordinator is the key person who assists in providing the staff information to help students and parents transition to middle school. She informs the 5th grade teachers about the specialized middle schools programs offered and testing requirements necessary. Programs and procedures are reviewed. Information is turn keyed to the parents from the teachers. Additional information is sent home in the students native language. The Parent Coordinator also provides teachers with assistance in organizing the graduation ceremony. Fifth grade students and parents are invited to an orientation meeting for middle school. They are assisted in the process of attaining information about potential middle schools for their children. Individual questions and answers are given as needed. The parent coordinator also informs parents of middle school open houses and school fairs so that students may become familiar with the new environment.

The school provides minimum 7.5 hours of ELL training (including non-ELL teachers) as per Jose P. in several different ways. Here is the Professional Development Calendar for 2010 -2011. Each of these workshops are implemented by our ESL staff to all non-ESL staff members. Agendas and sign in sheets are maintained for each of the meetings.

September 2010 Faculty meeting incorporating visuals for English Language Learners in all subject areas.

October 2010 Teachers College staff development incorporating visuals for English Language Learners during reading and writing workshops.

November 2010 Writing and grammar for English language learners in the after-school Program.

December 2010 Adapting resources and materials for English Language Learners for teaching the main idea as strategy.

January 2011 Thematic units with a focus on vocabulary development for English language learners.

February 2011 Stages of Language Acquisition and using prompts for interactive learning across curricula.

March 2011 Getting ready for the New York State English as a Second Language Achievement Test.

April 2011 Getting ready for the English Language Arts test for English Language Learners

May 2011 Beginning writing conventions for early childhood ELLs

Throughout the year, Teachers College workshops are conducted to reflect on best practices for ELLs as well as English proficient students. One topic is using visual cues and charts to increase comprehension with ELLs. Another support for classroom teachers working with ELLs is provided by Orton-Gillingham workshops that focus on phonics and decoding strategies. For oral comprehension and speaking skills, Arts Connection with singer and songwriter Reuben Gonzales meets with classroom teachers in planning meeting to discuss strategies for ESL learners. There are also monthly professional development workshops conducted by the NYC Division of School Support and Instruction. Classroom and ESL teachers will attend the workshops that help align ELL goals to Common Core Standards.

E. Parental Involvement

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

Parent involvement is an essential component of our school community. Parents of newly arrived ELLs are invited to a parent orientation meeting to inform them of their program selection options. They are also invited to curriculum meetings in which they are informed about grade level standards and expectations. Additionally, parents and students participate in monthly “Family Fun Nights” where they attend performances and engage in hands-on art activities, to promote a positive school culture community spirit. Parents and community members are also offered adult ESL classes five days a week through the New York City Office of Adult Education.

The school is partnered with various Community Based Organizations to provide workshops and services to ELL parents. The Brooklyn Chinese Association (BCA) is an organization that provides needed service to parents and students. They offer an after school homework assistance program. BCA also assists parents with information about resources and services available in the community and surrounding neighborhoods. The United Federation of Teachers (UFT) also offers Dial a Teacher for further homework help. Another Community Based Organization, Amerigroup, provides information about health coverage and insurance for parents and their children. In partnership with Maimonides Hospital, Dr. Chu teaches parents about best methods to cope with children with behavior problems.

The needs of parents are evaluated in various ways. A parent orientation meeting is conducted for parents of kindergarten students during the first week of school. They are given an overview of the school and general information such as busing, lunch menus, and arrival and dismissal procedures. The Parent Association works in collaboration with the parent coordinator to address any questions or concerns. A Learning Environment Survey from the New York City Department of Education is distributed to parents each year. This survey is used to evaluate the school environment and the parents’ the school and staff.

The parent involvement activities address the needs of the parents in various ways as well. Parent involvement activities are an outgrowth of the learning environment survey, parent association meetings and the School Leadership Team. Communication between parents, teachers and administrators helps to direct the topics for parent involvement activities. These activities include orientation meetings for parents of ELLs and parents of kindergarten students. Other activities include Family Fun Nights which involves participation of parents and their children.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	52	34	20	27	21	37								191
Intermediate(I)	0	40	26	29	14	19								128
Advanced (A)	18	12	41	29	36	30								166
Total	70	86	87	85	71	86	0	0	0	0	0	0	0	485

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		13	12	9	8	20							
	I		30	17	7	12	7							
	A		25	48	27	20	29							

	P		7	8	30	28	23							
READING/ WRITING	B		20	16	21	16	29							
	I		39	25	27	17	19							
	A		7	24	27	36	28							
	P		7	22	1	0	1							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	25	35	19	21	100
4	21	30	18	24	93
5	12	28	11	15	66
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2	1	21	7	37	11	17	6	102
4	2	1	14	12	24	22	13	6	94
5	0	1	5	13	16	15	12	4	66
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	7	0	13	3	29	23	14	2	91
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	19	0	3	3	10	23	4	2	64
8									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

The assessment tool we use for our ELL learners at PS69 is the Teachers College Literacy Assessments. There are different components, such as word identification, a spelling inventory, letter and sound correspondences, and independent reading levels. Reading behaviors are noticed, recorded and assessed for as a part of the instructional goals in the classroom. Teachers College assessments help the schools instructional goals to target each learners reading strengths and weaknesses to differentiate instruction.

After reviewing and analyzing the assessment data for the number of ELLs for each test, category and modality from the hand scored LAB-R and RLAT report from ATS, our school has significant numbers of ELLs at every level of proficiency. The data reveals that there is more beginner level ELLs in the early childhood grades of K-2 than in the upper grades of 3-5. There are more intermediate level ELLs in grades 1, 2, and 3 than in grades 4 and 5. There are more advanced level ELLs in grades 2, 3, 4, and 5 than in grades K and 1. This trend shows a progression of increased proficiency as students move to the next grade. Our largest numbers ELLs are in the beginner level, next is advanced level and last is intermediate level. The pattern across NYSESLAT modalities in reading /writing, listening and speaking has affected our instructional focus in the following way; students are organized in small groups to support learning needs. Lesson plans are designed to encourage the development of the lacking skills.

According to the RNMR report from ATS, the NYSESLAT Modality Analysis indicates the following across the grades; 96 students are proficient in the listening/speaking modality and 31 students are proficient in the reading/writing modality. 149 students are in the advanced level in the listening/speaking modality. 122 students are in the advanced level in the reading/writing modality. 73 students are in the intermediate level in the listening/speaking modality. 127 are in the intermediate level in the reading/writing modality. 62 students are in the beginner level for the listening/speaking modality. 102 are beginner for the reading/writing modality. Upon further analysis, it can be concluded that across the grades more students are proficient in the listening/speaking modality than the reading/writing modality. For intermediate students, the higher numbers are in the reading/ writing modality with 127 students. 73 students scored at the intermediate level for speaking/listening. In the listening/speaking modality, 69 students scored at the beginner level. 102 scored in the reading/writing modality.

ELL Student results for the New York State English Language Arts Test 2009 2010 show that 41.7% of the students in grades 3, 4, and 5 achieved a proficiency level of 3 or 4. According to the New York City Department of Education Progress Report for 2009-2010 ELLs made exemplary proficiency gains of 53% in English Language Arts. A total of 100 ELLs in the third grade took the ELA exam. Of these 100 students, 25 students scored at a level 1 and 35 scored at a level 2. 19 students scored at a level 3 and 21 students at a level 4. A total of 93 ELLs in the fourth grade took the ELA exam. Of these 93 students, 21 scored at a level 1 and 30 students scored at a level 2. 18 scored at a level 3, and 24 scored at a level 4. A total of 66 students took the ELA exam in the fifth grade. 12 students scored at a level 1 and 28 scored at a level 2. 11 scored at a level 3 and 15 scored at a level 4.

This indicates that of the total 259 ELL students that were tested, 60 students exceeded the standards scoring at a level 4. 48 met the ELA learning standards scoring at a level 3. 93 students are approaching the standards scoring at a level 2. 58 students are at risk scoring at a level 1. The patterns across proficiency and grades indicate that a majority of ELLs have scored in the mid-range between a level 2 and 3. In comparison to 2009, there is an increase in the number of ELLs exceeding the standards at a level 4.

ELL Student results for the New York State Mathematics Test 2009 show that 69.8% of the students in grades 3, 4, and 5 achieved a proficiency level of 3 or 4. According to the New York City Department of Education Progress Report for 2009-2010, ELLs made exemplary proficiency gains of 56.5% in Mathematics. According to the REXH report from ATS, a total of 102 ELLs in the third grade took the Mathematics exam. Of these 102 students, 3 students scored at a level 1 and 1 student took the exam in their native language. 28 scored at a level 2 and 7 took the exam in their native language. 48 students scored at a level 3 and 11 took the exam in their native language. 23 students scored at a level 4 and 6 took the exam in their native language. A total of 94 ELLs in the fourth grade took the Mathematics

exam. Of these 94 students, 3 scored at a level 1 and 1 took the exam in their native language. 26 students scored at a level 2 and 12 took the exam in their native language. 46 students scored at a level 3 and 22 took the exam in their native language. 19 students scored at a level 4 and 6 students took the exam in their native language. A total of 66 ELL students took the mathematics exam in the fifth grade. 1 student scored a level 1 and took the exam in their native language. 18 students scored a level 2 and 13 took the exam in their native language. 31 students scored at a level 3 and 15 took the exam in their native language. 16 students scored at a level 4 and 4 took the exam in their native language.

64 students across the grades took the mathematics exam in their native language and scored at a level 3 or 4, according to the REXH report on ATS. Therefore 64.6% of the students who took the exam in their native language met or exceeded the standards in mathematics. 163 students took the exam in English and 119 scored at a level 3 or 4. Therefore, 73% of the students met or exceeded the standards in mathematics. This data indicates that students who took the exam in the native language are faring well in demonstrating their knowledge of mathematics in spite of their limited English proficiency. The opportunity given to take the exam in their native language narrows the gap of content knowledge and English proficiency.

91 fourth grade students took the New York State Science Test in 2010, according to the REXH report on ATS. 63 students took the exam in English and 43 scored at a level 3 or 4. Therefore, 68.3% of the students who took the test in English met or exceeded the standard. A total of 28 students took the exam in their native language and 25 scored at a level 3 or 4. Therefore 89% met or exceeded the standards in Science. Of the 23 students who scored at a level 1 or 2, 3 took the exam in their native language. This continues to indicate that students who are given the opportunity to take the content area exam in their native language are able to demonstrate content knowledge even though their English language is limited.

Fifth grade student results for the New York State Social Studies Test of 2010 show that 64 ELLs took the test, according to the ATS report REXH. 25 ELLs scored at a level 1 or 2. Of the 25 students, 3 students took the exam in their native language. Therefore 39% students scored at a level 1 or 2. 39 of the 64 students scored a level 3 or 4. 25 of those students took it in their native language. 61% of the students met or exceeded the standards. These results indicate that taking the exam in the native language helped to make a difference in this content area exam.

We are learning about the ELLs from the periodic assessments. They provide administrators and teachers with detailed information about their student's strengths and weaknesses in listening, speaking, reading and writing. It assists teachers in effectively planning for individual and group instruction. It also helps us to compare our student's results to other schools with similar populations. The school is learning that most of the ELLs need practice in reading and writing skills with a focus on phonics.

The success of ELL programs and progress are evaluated using various assessments. The New York State English as a Second Language Achievement Test is administered yearly to assess student progress and proficiency in English. Throughout the year ELLs take the NYC ELA and Mathematics Predictive and the Mathematics (ITA) Instructionally Targeted Assessments. Additionally, ELL student progress is assessed using the Teachers College Reading and Writing Project Assessments (TCRWPA) and Monitor for Progress as part of the Everyday Math Program.

Additional Information

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

P.S.69, The Vincent D. Grippo School, is a school in CSD20 which opened in September 2002 in the Sunset Park/Bay Ridge area of Brooklyn. According to our school enrollment, PS 69 services 902 students in grades K through 5. The school is comprised of four kindergartens (including one Chinese bilingual class), four first grades (including one Chinese bilingual class), and five second grades. There are five third grade classes (including one third/fourth grade special education bridge class). There are seven fourth grades (including a fourth/fifth grade Chinese bilingual special education bridge class) and seven fifth grade classes. There are English as a Second Language (ESL) services for grades K-5, which serves English Language Learners (ELLs) who are not in the bilingual program. The average class size in K-5 is 30-32 students for 2010-2011, and fluctuates with our highly mobile population.

PS 69 has a large proportion of ELLs throughout all the grades. Of the 902 students in the school, 53.7% are identified as English Language Learners. According to the 2010 hand scored LAB-R and the 2010 RLAT NYSESLAT report there are 485 ELLs at PS 69. Currently the numbers show: 70 in kindergarten, 85 in first grade, 88 in second grade, 78 in third grade, 80 in fourth grade and 87 in fifth grade.

Additional Information

There are seven full time New York State certified English as a Second Language teachers on staff. There are also two New York State certified Chinese bilingual teachers as well as one Special Education Chinese Bilingual teacher.

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jaynemie Capetanakis	Principal		12\13\10
JoAnn Yenzer	Assistant Principal		12\13\10
Patricia Coluccio	Parent Coordinator		12\13\10
Mannor Wong	ESL Teacher		12\13\10
Wendy Acosta	Parent		12\13\10
Rosemary Neglia/Data	Teacher/Subject Area		12\13\10
Donna Pollari/ESL	Teacher/Subject Area		12\13\10
Dana Marinaro/Literacy	Coach		12\13\10
Gordana Buchanan/Math	Coach		12\13\10
Mandy Huang	Guidance Counselor		12\13\10
Debra Van Nostrand	Network Leader		12\13\10
Raquel Powers	Other <u>Assistant Principal</u>		12\13\10

	Other		
	Other		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 69 Vincent D. Grippo School						
District:	20	DBN:	20K06	School		332000010069	
DEMOGRAPHICS							
Grades Served:	Pre-K		3	v	7		11
	K	v	4	v	8		12
	1	v	5	v	9		Ungrade
	2	v	6		10		
Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K	0	0	0		96.5	96.9	97.2
Kindergarten	89	92	108				
Grade 1	118	145	125	Student Stability - % of Enrollment:			
Grade 2	161	125	155	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 3	172	174	128		90.7	91.3	89.5
Grade 4	156	178	178				
Grade 5	138	164	193	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 7	0	0	0		83.3	92.6	92.6
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>	2007-	2008-	2009-
Grade 11	0	0	0		0	16	7
Grade 12	0	0	0				
Ungraded	0	0	0	Recent Immigrants - Total Number:			
Total	834	878	887	<i>(As of October 31)</i>	2007-	2008-	2009-
					30	18	94
Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
# in Self-Contained Classes	34	30	34	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT)	11	12	10	Superintendent Suspensions	0	0	1
Number all others	29	23	26				
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:			
				<i>(As of October 31)</i>	2007-	2008-	2009-
				CTE Program Participants	0	0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)				Early College HS Program Participants	0	0	0
<i>(As of October 31)</i>	2008-	2009-	2010-				
# in Transitional Bilingual Classes	65	68	TBD	Number of Staff - Includes all full-time staff:			
# in Dual Lang.	0	0	TBD	<i>(As of October 31)</i>	2007-	2008-	2009-
# receiving ESL services only	373	427	TBD		62	63	63
# ELLs with IEPs	4	34	TBD	Number of Teachers			
				Number of Administrators and Other Professionals	14	15	7
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals	8	6	12

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-	2008-	2009-	(As of October 31)	2007-	2008-	2009-
	0	0	0	% fully licensed & permanently assigned to this	100.0	100.0	100.0
				% more than 2 years teaching in this school	64.5	74.6	87.3
				% more than 5 years teaching anywhere	41.9	49.2	65.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	85.0	87.0	87.3
American Indian or Alaska Native	0.0	0.1	0.0	% core classes taught by "highly qualified" teachers	96.2	100.0	94.2
Black or African American	1.0	0.9	0.8				
Hispanic or Latino	13.9	12.5	14.4				
Asian or Native Hawaiian/Other Pacific	72.8	76.2	73.7				
White	12.2	10.1	11.0				
Male	52.3	54.3	54.1				
Female	47.7	45.7	45.9				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-						
Years the School				2007-	2008-09	2009-	2010-
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School	If yes,						
--------------------	----------------	--	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In		v	Basic	Focused	Comprehensive
Improvement Year 1						
Improvement Year 2						
Corrective Action (CA) –						
Corrective Action (CA) –						
Restructuring Year 1						
Restructuring Year 2						
Restructuring Advanced						

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level	Secondary Level
ELA: X	ELA:
Math: v	Math:
Science: v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native							
Black or African American	-	-					
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific	v	v					
White	v	v	-				
Multiracial							
Students with Disabilities	X	v	-				
Limited English Proficient	v	v					
Economically Disadvantaged	v	v					
Student groups	6	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	75.6	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	12.3	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	8.5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	46.8						
<i>(Comprises 60% of the</i>							
Additional Credit:	8						

KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
v = Made AYP				U = Underdeveloped			
vSH = Made AYP Using Safe Harbor Target				UPF = Underdeveloped with Proficient Features			
X = Did Not Make AYP				P = Proficient			
– = Insufficient Number of Students to Determine AYP				WD = Well Developed			
				NR = Not Reviewed			

* = 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.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf



P.S. 69 VINCENT D. GRIPPO SCHOOL

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 69 VINCENT D. GRIPPO SCHOOL
ADDRESS: 6302 9TH AVENUE
TELEPHONE: 718-833-6710
FAX: 718-833-9781

TABLE OF CONTENTS

*As you develop your school's CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

<u>SECTION I: SCHOOL INFORMATION PAGE</u>	3
<u>SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE</u>	4
<u>SECTION III: SCHOOL PROFILE</u>	5
<u>Part A. Narrative Description</u>	5
<u>Part B. School Demographics and Accountability Snapshot</u>	6
<u>SECTION IV: NEEDS ASSESSMENT</u>	10
<u>SECTION V: ANNUAL SCHOOL GOALS</u>	11
<u>SECTION VI: ACTION PLAN</u>	12
<u>REQUIRED APPENDICES TO THE CEP FOR 2009-2010</u>	13
<u>APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM</u>	14
<u>APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)</u>	17
<u>APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION</u>	24
<u>APPENDIX 4: NCLB REQUIREMENTS FOR ALL TITLE I SCHOOLS</u>	26
<u>APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, AND RESTRUCTURING</u>	30
<u>APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)</u>	32
<u>APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)</u>	33

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 332000010069 **SCHOOL NAME:** P.S. 69 Vincent D. Grippo School

SCHOOL ADDRESS: 6302 9TH AVENUE, BROOKLYN, NY, 11220

SCHOOL TELEPHONE: 718-833-6710 **FAX:** 718-833-9781

SCHOOL CONTACT PERSON: JAYNEMARIE CAPETANAKIS **EMAIL ADDRESS** JCapeta2@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Margaret Schwerdtman

PRINCIPAL: JAYNEMARIE CAPETANAKIS

UFT CHAPTER LEADER: Margaret Schwerdtman

PARENTS' ASSOCIATION PRESIDENT: Wendy Acosta

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 20 **CHILDREN FIRST NETWORK (CFN):** CFN 609, Cluster 6

NETWORK LEADER: Debra VanNostrand

SUPERINTENDENT: KARINA COSTANTINO

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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *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
Jaynemie Capetanakis	Principal	Electronic Signature Approved. Comments: SLT met on Oct. 26, 2010 and approved all sections on hard copy.
Margaret Schwerdtman	UFT Chapter Leader	Electronic Signature Approved. Comments: Approved at SLT meeting Oct. 26, 2010.
Dana Marinaro	UFT Member	Electronic Signature Approved. Comments: Approved at SLT meeting Oct. 26, 2010.
Wendy Acosta	PA/PTA President or Designated Co-President	Electronic Signature Approved. Comments: Approved at SLT meeting on Oct. 26, 2010.
Alexandria Varona	DC 37 Representative	Electronic Signature Approved. Comments: Approved at SLT meeting on Oct. 26, 2010.
Angela Fagan	Parent	Electronic Signature Approved. Comments: Approved at SLT on Oct. 26, 2010.
Liz Hidalgo	Parent	Electronic Signature Approved. Comments: Approved at SLT on Oct. 26, 2010.
Chao Yue Zhu	Parent	Electronic Signature Approved. Comments: Approved at SLT on Oct. 26, 2010.
Donna Pollari	UFT Member	Electronic Signature Approved. Comments: Approved at SLT on Oct. 26, 2010.
Lisa Fung-Fernandez	UFT Member	Electronic Signature Approved. Comments: Approved by proxy at SLT meeting on Oct. 26, 2010.
Veronica Turner	Parent	Electronic Signature Approved. Comments: Approved at SLT on Oct. 26, 2010.

Nancy Lee	Parent	Electronic Signature Approved. Comments: Approved at SLT meeting on Oct. 26, 2010.
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* Core (mandatory) SLT members.

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.

PS 69 is proud to be named The Vincent D. Grippo School in honor of the late superintendent of Community District 20. Opened in September 2002 on the border of Sunset Park and Bay Ridge, PS 69 has a current enrollment of 895 students in grades Kindergarten through 5. The majority of our student population reflects the growing Chinese-American immigrant community with over 50% ELL population. In addition to a rigorous academic education in literacy and mathematics, students receive instruction which includes an immersion in the arts and technology, combined with science, social studies, music, and physical education for all.

Our school is comprised of four (4) Kindergarten classes (one of which is a Chinese bilingual class), four (4) first grades (one of which is a Chinese bilingual class), five (5) second grades, four (4) third grades, six (6) fourth grades, six (6) fifth grades (including one CTT) and two (2) self-contained Special Education Bridge Classes for grades 3 and 4 (monolingual), grades 4 and 5 (bilingual Chinese) and one (1) self-contained Special Education for grade 5 (monolingual). The average class size in grades K-2 is thirty-one (31). Since 2005, the overflows of zoned students have been sent to nearby elementary schools with a right to return to PS 69. In 2010-2011, to ease the overcrowding, the PS 69K school zone was divided into a new zoning pattern. However, this cut still left PS 69 with a densely populated area which was still over building capacity. Kindergarten students still needed to be overflowed in September 2010 to four different locations in District 20. As of September 2010, Grades 2 and 3 also needed to be capped with the potential to cap Grade 1 before the end of 2010.

The student body is served by 84 professionals and support staff including (1) principal, (2) assistant principals, (44) teachers, including (7) Academic Intervention teachers, (1) guidance counselor, (12) paraprofessionals, (3) secretaries, (2) safety agents, (7) school aides and (8) additional support personnel, including a full-time literacy coach, mathematics coach, data coordinator, IEP teacher and a parent coordinator. There is an ESL program for grades K-5, which services 453 English Language Learners who are not in the bilingual program. There are (8) full-time English as a Second Language (ESL) teachers employed who utilize a blended push-in and pull-out model of instruction.

The instructional program is based upon achieving student grade level performance and progress. We continue to implement a Balanced Literacy Program during a blocked reading period, which includes readers' and writers' workshop and word study. Our mathematics program, utilizing Everyday Mathematics, Investigations and Focus Math based on grade level and need, is implemented during a Math block. Our Science program utilizes a state of the art Science lab supplemented by the Harcourt Houghton Mifflin program. Our Social Studies program follows NYS Standards and is supplemented in grade 3, 4, and 5 by Harcourt Houghton Mifflin textbooks. Technology and the Arts are also integral parts of our instructional program.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:		P.S. 69 Vincent D. Grippo School							
District:	20	DBN #:	20K069		School BEDS Code:				
DEMOGRAPHICS									
Grades Served:	<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:		Attendance: - % of days students attended*:							
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		96.5	96.9	TBD		
Kindergarten	81	89	92						
Grade 1	167	118	145	Student Stability - % of Enrollment:					
Grade 2	170	161	125	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	145	172	174		90.7	91.30	TBD		
Grade 4	137	156	178						
Grade 5	113	138	164	Poverty Rate - % of Enrollment:					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		83.3	84.7	92.6		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		0	16	TBD		
Grade 12	0	0	0						
Ungraded	1	0	0	Recent Immigrants - Total Number:					
Total	814	834	878	(As of October 31)	2007-08	2008-09	2009-10		
					30	18	94		
Special Education Enrollment:		Suspensions: (OSYD Reporting) - Total Number:							
(As October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-	33	34	30	Principal	0	0	TBD		

Contained Classes				Suspensions			
# in Collaborative Team Teaching (CTT) Classes	10	11	12	Superintendent Suspensions	0	0	TBD
Number all others	27	29	23				
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:			
				(As of October 31)	2007-08	2008-09	2009-10
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants	0	0	0
(As of October 31)	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0
# in Transitional Bilingual Classes	55	65	68				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	377	373	427	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	4	34	Number of Teachers	62	63	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	14	15	TBD
				Number of Educational Paraprofessionals	8	6	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	64.5	74.6	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	41.9	49.2	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	85	87	TBD
American Indian or Alaska Native	0	0	0.1	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	96.2	100	TBD
Black or African American	0.7	1	0.9				
Hispanic or	14.4	13.9	12.5				

Latino			
Asian or Native Hawaiian/Other Pacific Isl.	73.7	72.8	76.2
White	11.2	12.2	10.1
Multi-racial			
Male	53.1	52.3	54.3
Female	46.9	47.7	45.7

2009-10 TITLE I STATUS

<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I	
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: If yes, area(s) of SURR identification: Yes No

Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

In Good Standing (IGS)	<input checked="" type="checkbox"/>
Improvement Year 1	<input type="checkbox"/>
Improvement Year 2	<input type="checkbox"/>
Corrective Action (CA) - Year 1	<input type="checkbox"/>
Corrective Action (CA) - Year 2	<input type="checkbox"/>
Restructuring Year 1	<input type="checkbox"/>
Restructuring Year 2	<input type="checkbox"/>
Restructuring Advanced	<input type="checkbox"/>

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:	X	ELA:	
Math:	Y	Math:	
Science:	Y	Graduation Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	-	-					
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	√	√					
White	√	√	-				
Multiracial							

Students with Disabilities	X	√	-			
Limited English Proficient	√	√				
Economically Disadvantaged	√	√				
Student groups making AYP in each subject	6	7	1			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	75.9	Quality Statement Scores:	
Category Scores:	Quality Statement 1: Gather Data		
School Environment (Comprises 15% of the Overall Score)	10.9	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	14.1	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	46.4	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	4.5	Quality Statement 5: Monitor and Revise	

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
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = 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.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

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/Teacher 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 your 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?

At PS 69, our needs assessment was formulated by analyzing the following data:

- NYC Progress Report
- NYC Quality Review Report
- The Annual School Report
 - Accountability and Overview Report
 - Comprehensive Information Report
- NYSTART Assessment Reports
 - NYS English Language Arts Exam
 - NYS Mathematics Exam
 - NYS Science Exam
- NYS English as a Second Language Achievement Test (NYSESLAT)
- NYC Predictive Exams in ELA and Mathematics
- NYC Interim Assessments in Mathematics Using Acuity
- Teachers College Reading and Writing Assessment (TCRWP Interim Reading Level Progress)
- Monitoring for Progress (Interim Mathematics Level Progress)
- Teacher Observations (Conference Notes, Running Records, Guided Reading Notes, Kidwatching Notes)

What student performance trends can you identify?

In 2006, the administration of the New York State ELA Test was amended to include English Language Learners who were in this country for more than one year. This represented a sharp difference in previous testing administrations whereby students receiving English as a Second Language services were exempt from taking an ELA exam if they had not received formal education in English for more than 3 years or had an Extension of Services. Although that change initially resulted in a 22% drop in proficiency rating and a 79.5% increase in tested students, statistics indicate a steady rise in ELA student performance. Specifically, in 2007 students attaining proficiency were 56.3% or 178 students in grades 3, 4, and 5. From that time, performance levels have improved to 62.8% in 2008 and 66.3% in 2009. In 2010, the scale score and corresponding proficiency levels were changed in NY State. In ELA, the NYC average was 42% on or above standard. At PS 69, the average was 49.6%. While this represented a 17 point decrease, our school remained 7.6% above city average. This number is also indicative of a rise in school population, including general education,

special education and ESL populations. In 2010, 470 students were tested in ELA which represents a dramatic increase of over 164% or 280 more students tested since 2006.

Results of State Mathematics Tests point toward a slight improvement in performance levels of students meeting or exceeding the standards in totals of students tested in Grades 3, 4, and 5 from 2006 to 2009. Specifically, the total percentage of students scoring at Levels 3 and 4 has seen an increase of .1% rising from 90.7% scoring Levels 3 and 4 in 2006 to 90.8% in 2009. In 2010, the scale score and corresponding proficiency levels were changed in NY State. In Math, the NYC average was 54% on or above standard. At PS 69, the average was 75.1%. While this represented a 15.7 point decrease, our school remained 21% above citywide average. However, the number of students tested has also seen a great increase from 269 in 2006 to 519 in 2010 indicating a growth of 92.9% in student population.

The Grade 4 New York State Science Test students show a plateau in performance levels of students meeting or exceeding the standards from 2005-2006 to 2009-2010. Specifically, the total percentage of students scoring at Levels 3 and 4 was 81% in 2009-2010. Student population of Fourth Graders taking this test has also risen significantly from 85 students in 2005-2006 to 188 students in 2009-2010 representing an increase of 121%.

The New York State English as a Second Language Achievement Test administered to English Language Learners in Grades K to 5 has been modified each year since 2003. While the strands have remained the same (Reading and Writing; Listening and Speaking), the range of scores indicating Beginning, Intermediate, Advanced and Proficient status has changed. Prior to 2003, a different assessment (LAB-R) was used to assess students entering and also exiting from English as a Second Language (ESL) services. Currently, LAB-R is only used as a diagnostic for entering into ESL services. The numbers of students tested at PS 69K also correlate to the overall trend in school population growth; specifically the numbers of English Language Learners has risen from 361 students in 2005-2006 to 518 students in 2009-2010 representing an increase of 43.4%. Analysis of 2009-2010 results by testing band indicates that 23% of the tested students attained proficiency in the Reading and Writing strand while 41% achieved proficiency in Listening and Speaking. Of both indicators, in 2009-2010 16.7% achieved proficiency in both strands resulting in advancement out of ESL instruction which represents a gain of 2.7% in proficiency from the previous year.

What have been the greatest accomplishments over the last couple of years?

The 2009-2010 NYC Progress Report confirms the area of greatest accomplishment has been in student progress. Specifically, in ELA our school's progress score Median Growth Percentile of 78% is 79% Relative to the Peer Horizon. The Median Growth Percentile score for the school's lowest third was 83, which is 75.6% Relative to the Peer Horizon. Additionally, in recognition of Closing the Achievement Gap for students at the 75th Growth Percentile of Higher, the school received 3 Extra Credit Points for progress made by English Language Learners, Lowest Third Citywide, and Self-Contained/CTT/SETSS in ELA.

Significant gains were also made in Mathematics. Specifically, in Mathematics our school's progress score Median Growth Percentile of 80% is 72.3% Relative to the Peer Horizon. The Median Growth Percentile score for the school's lowest third was 82, which is 83.9% Relative to the Peer Horizon. Additionally, in recognition of Closing the Achievement Gap for students at the 75th Growth Percentile of Higher, the school received 5 Extra Credit Points for progress made by SETSS, English Language Learners, Lowest Third Citywide, and Self-Contained/CTT/SETSS in Mathematics.

These outstanding achievements contributed to a Student Progress Category score of "A" and an overall Progress Report of "A."

What are the most significant aids or barriers to the school's continuous improvement?

The most significant aid to the 2009-2010 NYC Progress Report score of "A" was the Student Progress category score of 46.8 out of 60. This is a direct result of the improved academic rigor and high expectations for students and staff as outlined in our programs section. Additionally, the School Environment garnered a category score of "A" by earning 12.3 out of 15. Improvements were made in each subcategory, which are Academic Expectations, Communication, Engagement, Safety and Respect and Attendance. The Attendance Component, which contributes 5 points to the School Environment score, is 97.2% which is 105% as compared to the Peer Horizon and 97.3% relative to the City Horizon. This high attendance rate contributes to the continuity of instruction.

Within the classroom, PS 69 has incorporated the Balanced Literacy model of instruction since 2002, when the school opened. Since 2006, the school has also participated in Professional Development with the Teachers College Reading and Writing Project of Columbia University. This collaboration with Teachers College has grown significantly and since 2009, Teachers College Staff Developers come to PS 69 for 30 instructional days to offer support, modeling, and planning to all K to 5 classroom teachers. On site professional development is also provided in Orton Gillingham approach to improve teaching of reading fundamentals for all K-5 teachers, Literacy AIS, ESL and support specialists. Since 2004, the school has also utilized the research based Everyday Mathematics curriculum. In 2009, a pilot of Investigations Mathematics resulted in a change to this program in Grades Kindergarten and Fifth as part of our initiatives to prepare for the rigor of Common Core State Standards. Full-time Literacy and Math Coaches are also on staff to model, monitor, and mentor teachers. These coaches also prepare on-site Professional Development. An extra period devoted to Professional Development is also weaved into the weekly schedule allowing teachers to be trained in the most up to date information across all content areas, including use of the ARIS portal, and also have time to reflect upon the progress of themselves and their students. The School Based Option vote to devote one Extended Day session to working in Teacher Teams beginning in November 2010 will also allow continued growth and development of staff and student work and prepare for the Common Core State Standards.

The most significant barrier to PS 69's continuous improvement is the issue of school overcrowding. Using data from the latest building capacity statistics (2006) and current enrollment, we estimate our school is at approximately 130% capacity. Currently, classes from Kindergarten through Grade Five each have 28 to 32 students in each of our architecturally unique rooms. This high number of students challenges the ability of teachers to offer differentiated instruction to meet students' needs. With this in mind, PS 69 has taken on an aggressive program to bring Academic Intervention Services to all classes in an effort to target the lowest third of the entire school. Three full-time literacy and three full-time mathematics intervention teachers are employed providing services to classes two to three times per week.

As previously addressed, the language needs of the large percent of English Language Learners taking the ELA exam has contributed to the percentage of students at proficiency at 49%, which ranks PS 69 at 18.8% relative to our Peer Horizon. This identified need has been the focus of Inquiry Team research since the inception of this program by Chancellor Klein. More specifically, in order to improve literacy performance, the team has examined the need for improved comprehension, improving vocabulary, and also decoding strategies, as the means to better understanding of reading passages dependent on the students' level of language development. This resulted in recommendations and implementation of a literacy focused research-based reading intervention program utilized by all groups during the 37 ½ minute Extended Day Tutorial. Continued refinement of practice has also led to a differentiation of groups and materials utilized in 2010-2011 to include more phonics based work to improve reading readiness skills amongst Beginner Level English Language Learners. In the SBO approved Teacher Team weekly meetings, discussion topics will include looking for trends in data and analyzing student work. These rich discussions will lead to reflection on practice and recommendations for improvements school wide. All findings will continue to be reviewed in depth

with the cross-grade and curricula Data Instructional Team and also with the faculty as a whole during grade and/or faculty conferences.

As previously noted, PS 69 also has a rising Special Needs population in the testing grades of 3, 4 and 5, including monolingual and bilingual students in 12:1:1 and CTT settings. Although tremendous progress of this sub-group has been noted in the NYC Progress Report, gains have not resulted in achievement of annual yearly progress on the NYS Report Card 2008-2009. Subsequently, analysis of needs has resulted in improved targeted interventions in Literacy instruction with Orton-Gillingham approach, skill-building comprehension, small group instruction and specific Teachers College workshop participation for Special Education teachers.

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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> By <input type="checkbox"/> June 2011, All Students subgroup will improve their ELA performance by <input type="checkbox"/> 5% as measured by the New York State Assessment.	<input type="checkbox"/> <input type="checkbox"/> After conducting our needs assessment and examining available data, the SLT determined the goal of improvement in English Language Arts. This progress will be monitored throughout the year utilizing the Teachers College Reading and Writers Assessments, which measure benchmarks correlating to indicators of reading success, as well as probable achievement on state reading tests.
<input type="checkbox"/> By <input type="checkbox"/> June 2011, All Students subgroup will improve their Mathematics performance by <input type="checkbox"/> 5% as measured by the New York State Assessment.	<input type="checkbox"/> After conducting our needs assessment and examining available data, the SLT determined that Mathematics would be a schoolwide goal for improvement.
<input type="checkbox"/> By <input type="checkbox"/> June 2011, Limited English Proficient subgroup will improve their ELA performance by <input type="checkbox"/> 3 reading levels as measured by the TCRWP Assessments.	<input type="checkbox"/> <input type="checkbox"/> After conducting our needs assessment and examining the available data, the SLT noticed there has been a decline in performance and rise in numbers of students tested. This coincides with the change in NYS ELA test administration requirements by which ELLs enrolled in school for one year were mandated to take the test and extension of services did not prevent a child from being tested in their new language. Specifically, the numbers of tested students have risen from 204 in 2004 to 527 in 2010.
<input type="checkbox"/> By <input type="checkbox"/> June 2011, Students with Disabilities subgroup will improve their ELA performance by <input type="checkbox"/> 3 reading levels as measured by the TCRWP Assessments.	<input type="checkbox"/> After conducting our needs assessment and examining the data, the SLT determined that the level of proficiency in ELA did not meet the AYP target or Safe Harbor target as indicated in the 2008-2009 NYS School Report Card. Although the achievements of Special Education students result in exemplary gains in the NYC Progress Report, this was not sufficient to meet state standard. Therefore, the SLT determined improving the ELA performance amongst students with disabilities should become a goal.

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 2010-11 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, PLA, 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

English Language Arts

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> By <input type="checkbox"/> June 2011, All Students subgroup will improve their ELA performance by <input type="checkbox"/> 5% as measured by the New York State Assessment.</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>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • The comprehensive Literacy Program for grades K-5 is organized into a daily block of time. During that period, the children are immersed in reading, writing, and word study, where they are taught specific skills and strategies by their classroom teachers, with support provided by AIS and ESL teachers. • Differentiated instruction is data driven to meet the needs of all learners. This includes data from results of Acuity Predictive exams, the Teachers College Readers and Writers Assessment program, teacher conference notes and IEP goals. <input type="checkbox"/> <p>Indicators of interim progress and/or accomplishments will be evidenced throughout the academic year utilizing the Teachers College Readers and Writers Assessment program (TCRWP). This assessment will be administered four times in the 2010/2011 school year, specifically September, December, March, and June. This benchmark level is incorporated into a child's overall reading assessment, which also includes teacher conference notes, and other informal data collection.</p> <p>Furthermore, interim progress will be measured by tracking individual student progress of reading levels. 75% of students in grades 3, 4, and 5 will make positive growth in reading levels as measured by TCRWP from September to June. Although not all students will attain grade level proficiency, this measure of progress will highlight personal development in reading.</p> <p>Every student will monitor their reading by completing a reading log throughout the year.</p> <p>Individual student reading goals are developed for each student four times a year based on TC Assessment data focusing on a comprehensive and decoding strategy. Parents are</p>

	<p>informed of these at the beginning and end of each TC assessment period to show student progress. These goals become a focus for the students, teachers and parents to help improve reading skills and strategies.</p> <p>Word study, including phonemic awareness, will be developed utilizing The Orton Gillingham (OG) Approach, grammar and vocabulary development and incorporated into a specifically programmed word study block each day of the week.</p> <p>Ongoing professional development will be provided to support the needs of every classroom, AIS, and ESL teacher by the literacy coach, visiting consultants, representing TC, OG, and CFN network support specialists.</p> <p>Extended day, 37 1/2 minute tutorial instruction is focused on English Language Arts in the 2010/2011 school year based on findings from the 2009/2010 assessment results. The research based programs Early Success and Soar to Success, along with the OG approach, are utilized providing intervention three days per week to the lowest third of the entire school in grades Kindergarten through Five.</p> <p>As per an SBO vote, Extended Day takes place over three days per week as of November 2010. The fourth scheduled Extended Day session is devoted to meeting in Teacher Teams to review student work and set goals for schoolwide improvement and academic rigor in meeting the Common Core State Standards.</p> <p>Classroom teachers have a weekly preparation period set aside to meet in Grade Level Teams for professional development, analysis of student work, and preparing for the Common Core State Standards.</p> <p>Academic Intervention Literacy service teachers push into all Kindergarten through Fifth Grade classrooms two periods per week to offer additional services for the lowest third of each class.</p> <p>Testing as a Genre is implemented in Grades 3, 4 and 5 as an instructional theme based on ELA preparation.</p> <p>An after school program is offered to students in need of improvement in Grades 3, 4 and 5 to prepare for the ELA Exam.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>To achieve these goals the following resources have been aligned: Contract for Excellence (C4E) allocations were utilized to pay for the salary of three full-time Literacy AIS staff. (3 X \$91,562=\$274,686) Title I SWP funds are used to fund a full-time Literacy coach. (1 X \$91,562=\$91,562) Title I SWP funds are used for Teachers College Reading and Writing Project Calendar Days of Professional Development and on site staff development (1 X \$33,600=\$33,600) and</p>

	<p>OG on site consultant (1 x \$10,000=\$10,000)</p> <p>Tax Levy Children's First Network Support Setaside is used for CFN Support, which includes services and Professional Development (1 x \$34,800=\$34,800)</p> <p>Title I SWP funds are used for After School English Language Arts Program for Grades 3, 4, and 5 to cover costs of a secretary, supervisor, and teachers (\$54,296)</p> <p>Tax Levy Fair Student funding of \$100,000 has been set aside for books, including support of literacy instruction.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Teachers College Reading and Writing Project Assessments are given four times during the academic year. Data from both TC and NYS ELA will be monitored electronically through TC and ARIS to inform the next instructional steps. Particularly, teachers will be analyzing any halt in each skill area enabling them to provide specific instruction in areas of need.</p> <p>Acuity Predictive Exams are given mid-year. Teachers are then able to differentiate instruction based on students' needs.</p> <p>Conference notes are taken during both reading and writing workshop to informally assess ongoing progress.</p> <p>Monthly grade and Data Instructional Team meetings will include analysis of data from formative and summative exams to reflect upon progress toward meeting our goal.</p> <p>Analysis of May 2010 NYS ELA exam results.</p> <p>Teachers lesson plans reflect program being implemented.</p> <p>Literacy/Math Coaches will monitor classroom progress.</p> <p>Observations and Walk Throughs will reveal incorporated programs.</p> <p>IEP meetings help reevaluate students' needs to help differentiate instruction.</p>

Subject Area
(where relevant) :

Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and</i></p>	<p><input type="checkbox"/>By <input type="checkbox"/>June 2011, All Students subgroup will improve their Mathematics performance by <input type="checkbox"/>5% as measured by the New York State Assessment.</p>
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<p><i>Time-bound.</i></p>	
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>The Everyday Mathematics for Grades 1 through 4, Investigations for Grades K and 5, and Focus Math for our Special Education Self-Contained Classes is organized into a daily block of time. During that period, instruction is provided utilizing the workshop model, where students are taught specific skills by their classroom teachers, with support provided by AIS and ESL teachers.</p> <p>Differentiated instruction is data driven to meet the needs of all learners. This includes data from results of Acuity Predictive exams, ITA exams, Everyday Mathematics unit tests, Investigations end of unit comprehensive exams, constructive response questions formatted to each unit of study and ateacher conference notes, referred to as Kid Watching Notes.</p> <p>Indicators of interim progress and/or accomplishment will be evidenced throughout the academic year utilizing our Monitoring for Progress system. This Monitoring for Progress in Math system is implemented three times in the 2010-2011 school year. This benchmark level and other informal data are incorporated into a child's overall mathematics assessment.</p> <p>Furthermore, interim progress will be measured by tracking individual student progress of mathematics mastery in grades 3, 4, and 5. Students will make overall improvements in mathematics units.</p> <p>Use of manipulative materials and math games are incorporated into the math block.</p> <p>Ongoing professional development will be provided to support the needs of every classroom, AIS and ESL teacher by the mathematics coach, CFN network support specialists, and DOE workshops.</p> <p>Mathematics Academic Intervention Service teachers push into all Kindergarten through Fifth Grade classrooms two to three periods per week to offer additional services for the lowest third of each and every class.</p> <p>An after schools program is offered to students in need of improvement in Grades 3, 4 and 5 to prepare for the NYS Mathematics exam.</p> <p>As previously piloted in one 5th grade classroom, Investigations Math will be implemented in Grade 5 and Kindergarten. Focus Math will be utilized in the self-contained Special Education classes.</p> <p>Individual math goals are developed for each student from their respective units. These goals pertain to the content covered in a particular unit. Parents are informed of these goals at the beginning and end of each unit to share student progress.</p>

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>To achieve these goals the following resources have been aligned: Contract for Excellence (C4E) allocations were utilized to pay for one Mathematics Academic Intervention Teachers. (1 X \$91,562 = \$91,562) Title I School Wide Programs funded a second Mathematics Academic Intervention Teacher (1 X \$91,562 = \$941,562) An additional Mathematics AIS provider is also funded utilizing Title II Supplemental, bringing the total number of Mathematics AIS teachers to three (1 X \$91,562 = \$91,562) Title I School Wide Programs are used to fund a full-time Mathematics coach. (1 X \$91,562=\$91,562) Tax Levy funds are used for CFN School Support Set Aside (1 X \$34,800 = \$34,800), which includes Mathematics professional development. Mathematics After School Program utilizes Per Session Title I SWP Funds (Salaries include one secretary, one supervisor and a minimum of ten teachers (\$54,296) A one time Allocation of Tax Levy funding of \$36,270 has been set aside for books, including support of mathematics instruction.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>ITA Assessments are given two times during the academic year. Data will be monitored electronically through acuity to inform the next steps of instruction. Particularly, teachers will be analyzing the data in each skill area to provide specific instruction in areas of need. Acuity Predictive Exams are given mid year. This data is analyzed to determine the specific skills and strategies students need to succeed. Teachers are then able to differentiate instruction based on students' needs. Everyday Mathematics Assessments, which include Kid Watching notes, written unit assessments, and open responses, are collected and analyzed. Data is collected four times each year in conjunction with the marking periods as part of school wide Monitoring for Progress to reflect upon trends from classes, grade levels, and used as a basis to inform instruction. Monthly grade and Data Instructional Team meetings will include analysis of data from formative and summative exams to reflect on progress toward meeting our goal. Analysis of May 2010 NYS Mathematics exam results,</p>

Subject Area
(where relevant) :

English Language Learners

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By <input type="checkbox"/> June 2011, Limited English Proficient subgroup will improve their ELA performance by <input type="checkbox"/> 3 reading levels as measured by the TCRWP Assessments.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>ESL teachers utilize a blend of push-in and pull-out instruction to all English Language Learners in kindergarten through fifth grade classrooms to offer support in literacy and content areas to meet their state requirements of 360 minutes of weekly instruction for Beginner and Intermediate students and 180 minutes for Advanced students.</p> <p>The comprehensive Literacy Program for grades K to 5 is organized into a daily block of time. During that period, the children are immersed in reading, writing and word study, where they are taught specific skills and strategies by their classroom teachers, with support provided by AIS and ESL teachers.</p> <p>Differentiated instruction is data driven to meet the needs of all learners. This includes results from Acuity Predictive exams, the Teachers College Readers and Writers Interim Assessment Program, and teacher conference notes which are analyzed by all pertinent staff, including ESL teachers.</p> <p>Indicators of interim progress and/or accomplishment will be evidenced throughout the academic year utilizing the Teachers College Reading and Writers interim in the 2009-2010 school year, specifically September, December, March and June. This benchmark level is incorporated into a child’s overall reading assessment, which also includes teacher conference notes, and other informal data collection.</p> <p>Furthermore, interim progress will be measured by tracking individual student progress of reading levels. 50% of students in grades 3, 4 and 5 will make positive growth in reading levels as measured by TCRWP from September to June. Although not all students will attain grade level proficiency, this measure of progress will highlight personal development in reading.</p> <p>Word study including phonemic awareness will be developed utilizing the OG approach, grammar and vocabulary development and incorporated into a specifically programmed word study block each day of the week.</p> <p>Particular attention is paid to vocabulary development for English Language Learners as a vehicle for improved comprehension. ESL teacher led workshops will be incorporated into ongoing grade level professional development to share best practices.</p> <p>Ongoing professional development will be provided to support the needs of every</p>

	<p>classroom, participation in CFN network study groups and workshops, including specific meetings toward the Common Core State Standards for ESL students, and DOE workshops.</p> <p>ESL teachers support and instruct a "Testing as a Genre" Unit of study implemented in Grades 3, 4 and 5 as an instructional theme based on ELA preparation.</p> <p>An after school program is offered to students in need of improvement in Grades 3, 4 and 5 to prepare for the ELA exam by grouping ESL students according to their proficiency level.</p> <p>An after school program to enhance writing and grammar of Advanced and Intermediate Level English Language Learners will be held in the Fall/Winter semester to get students ready for rigorous academic grade level expectations.</p> <p>An after school program is offered to students in grades 2 through 5 in need of language support. This program utilizes a musical approach to language called "English to a Beat."</p> <p>An early childhood music program will be provided through Arts Connection to grades K and 1 to enhance listening and speaking skills through expressive choral singing.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> To achieve these goals the following resources have been aligned:</p> <p style="padding-left: 40px;">Tax Levy Fair Student Funding monies were used to fund eight full-time ESL teachers (8 X \$68,172 = \$545,376).</p> <p>Title III LEP and Title III Immigrant Funds are utilized as follows:</p> <p style="padding-left: 40px;">Educational Consultant from Arts Connection to address Listening and Speaking skills in early childhood bilingual and heavily populated ESL classes. (\$14,000)</p> <p style="padding-left: 40px;">After School Program Title III Per Session Funds in English Language Arts for Grades 3, 4 and 5; Mathematics support for grades 3, 4 and 5; Writing and Grammar Support for Advanced and Intermediate Students in Grades 3, 4, and 5; Language Support with "English to a Beat" for Grades 1 and 2. Funds supply one secretary, one supervisor and a minimum of 15 teachers. (\$52,598)</p> <p style="padding-left: 40px;">Title III Supplies and Title III Textbooks (\$7,000)</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Teachers College Reading and Writing Assessments are given four times during the academic year. Data will be gathered electronically to monitor students' progress and inform the next steps of instruction. Particularly, teachers will be analyzing the data to provide specific instruction in areas of need.</p> <p>Acuity Predictive Exams are given in the middle of the school year. The data from this source is analyzed to determine the specific skills and strategies students need to succeed. Teachers are then able to differentiate instruction based on students' needs. Monthly grade and Data Instructional Team meetings will include analysis of data from formative and summative exams to reflect upon progress toward meeting our goal.</p> <p>Analysis of April 2010 NYS ELA exam results Analysis of Spring 2010 NYSESLAT exam summative and strand reports.</p>
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Subject Area (where relevant) : Special Education

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By <input type="checkbox"/> June 2011, Students with Disabilities subgroup will improve their ELA performance by <input type="checkbox"/> 3 reading levels as measured by the TCRWP Assessments.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> The comprehensive Literacy Program for grades K-5 is organized into a daily 130 minute block of time. During that period, the children are immersed in reading, writing and word study, where they are taught specific skills and strategies by their classroom teachers, with support provided by AIS and ESL teachers.</p> <p>Differentiated instruction is data driven to meet the needs of all learners. This includes data from results of Acuity Predictive exams, the Teachers College Readers and Writers Interim Assessment Program, teacher conference notes and IEP goals.</p> <p>Indicators of interim progress and/or accomplishment will be evidenced throughout the academic year utilizing the Teachers College Reading and Writers Interim Assessment Program (TCRWP). This assessment will be administered four times in the 2009-2010 school year, specifically September, December, March and June. This benchmark level is incorporated into a child's overall reading assessment, which also includes teacher conference</p>

notes, and other informal data collection.

Furthermore, interim progress will be measured by tracking individual student progress of reading levels. 50% of students in grades 3, 4 and 5 will make positive growth in reading levels as measured by TCRWP from September to June. Although not all students will attain grade level proficiency, this measure of progress will highlight personal development in reading.

Every student will monitor their reading by completing a reading log throughout the year.

Individual student reading goals are developed for each student four times a year based on TC Assessment Data focusing on a comprehension and decoding strategy. Parents are informed of these at the beginning and end of each TC assessment period to show student progress. These goals become a focus for the students, teachers and parents to help improve reading skills and strategies.

Word study including phonemic awareness will be developed utilizing The OG Approach, grammar and vocabulary development and incorporated into a specifically programmed word study block each day of the week.

Ongoing professional development will be provided to support the needs of every classroom, AIS, and ESL teacher by the literacy coach and visiting consultants, representing TC and OG and CFN support specialists.

Extended Day 37 ½ minute tutorial instruction is focused on English Language Arts based on findings from the 2009-2010 Inquiry Team. The research based programs Early Success and Soar to Success are utilized, along with OG approach, providing intervention three days per week to the lowest third of the entire school in grades Kindergarten through Five.

Academic Intervention Literacy service teachers push into all Kindergarten through Fifth Grade classrooms two periods per week to offer additional services for the lowest third of each class.

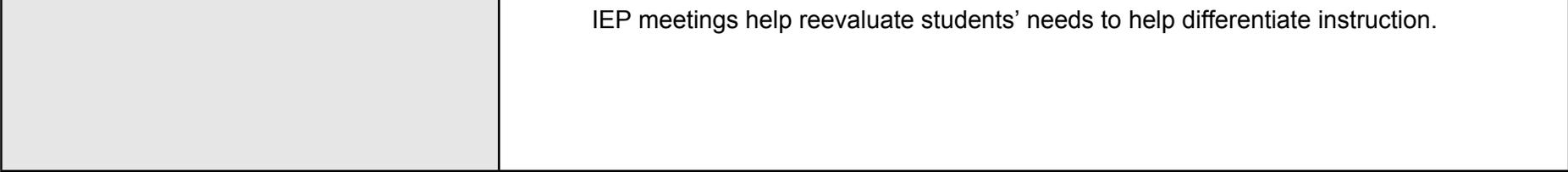
Testing as a Genre is implemented in Grades 3, 4 and 5 as an instructional theme based on ELA preparation.

An after school program is offered to students in need of improvement in Grades 3, 4 and 5 to prepare for the ELA Exam.

Special Education Teachers and Mathematic teachers will differentiate instruction in Special Education classes by using Focus Math.

Wilson Foundations, as well as the OG approach, is incorporated into the literacy block to support struggling readers in self-contained Special Education classes.

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>To achieve these goals the following resources have been aligned:</p> <p>Contract for Excellence (C4E) allocations were utilized to pay for the salary of 3 Literacy Academic Intervention Teachers. This included three full-time Literacy AIS staff. (3 X \$91,562=\$274,686)</p> <p>Title I SWP funds are used to fund a full-time Literacy coach. (1 X \$91,562=\$91,562)</p> <p>Tax Levy Children First Network Support Funds are used for CFN School Support Set Aside (1 X \$34,800=\$34,800), which includes Services and Professional Development.</p> <p>Title I SWP funds are used for Teachers College Reading and Writing Project Calendar Days of Professional Development and on site staff development (1 X \$33,600=\$33,600) and Orton Gillingham staff development on site (1 x \$10,000=\$10,000)</p> <p>Title I SWP funds are set aside to support an English Language Arts After-School Program Per Session, including salaries of one secretary, one supervisor and a minimum of ten teachers (\$54,296)</p> <p>Tax Levy Fair Student funding of \$100,000 has been set aside for books, including support of literacy instruction.</p> <p>Tax Levy IEP funds are used to support the services of a full-time IEP teacher (1 X \$68,172 = \$68,172)</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Teachers College Reading and Writing Project Assessments are given four times during the academic year. Data for both TC and NYS ELA will be monitored electronically through TC and ARIS to inform the next instructional steps. Particularly, teachers will be analyzing any halt in each skill area enabling them to provide specific instruction in areas of need.</p> <p>Acuity Predictive Exams are given mid year. The data from this source is analyzed to determine the specific skills and strategies students need to succeed. Teachers are then able to differentiate instruction based on students' needs.</p> <p>Conference notes are taken during both reading and writing workshop to informally assess ongoing progress.</p> <p>Monthly grade and Data Instructional Team meetings will include analysis of data from formative and summative exams to reflect upon progress toward meeting our goal.</p> <p>Analysis of January 2009 NYS ELA exam results.</p> <p>Teachers lesson plans reflect program being implemented.</p> <p>Literacy/Math Coaches will monitor classroom progress.</p> <p>Observations and Walk Throughs will reveal incorporated programs.</p>



IEP meetings help reevaluate students' needs to help differentiate instruction.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. 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 Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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, CORRECTIVE ACTION, OR RESTRUCTURING

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

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	24	24	N/A	N/A	4			
1	34	24	N/A	N/A	3			
2	58	26	N/A	N/A				
3	38	22	N/A	N/A	2			
4	38	52	38	38	1			
5	42	47	42	42	1			
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. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	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.).
ELA:	<input type="checkbox"/> <p>During the school day, English Language Arts Academic Intervention services are provided as a push-in model for the lowest third of each class in grades K through 5 twice per week. This small group instruction delivers a variety of strategies to improve literacy (e.g., comprehension, word study, fluency, letter/sound recognition) using varied methods of delivery (i.e., guided reading and writing, conferencing, co-teaching) based on the needs of the students in order to meet state standards.</p> <p>During the 37 ½ minutes extended day tutorial from Monday through Wednesday, groups of up to ten (10) students are taught literacy skills through the use of a research based programs (Soar to Success, Early Success, and OG approach).</p> <p>After school students in grades 3, 4, and 5 are offered an additional ELA test preparation course. The program utilizes the workshop model of instruction and provides supplementary literacy support for test taking skills and strategies.</p>
Mathematics:	<input type="checkbox"/> <p>During the school day, Mathematics academic intervention services are provided as a push-in model for the lowest third of each class in grades K through 5 twice per week. This small group instruction delivers a variety of strategies to improve mathematics utilizing the Everyday Mathematics, Investigations, and Focus Math program and supplementary resources dependent on grade level and student needs (e.g., Skills Links, Focus Math intervention, and manipulative materials) using varied methods of delivery (i.e., guided math groups, conferencing, "Kid Watching Notes") based on the needs of the students' in order to meet state standards.</p> <p>After School students in grades 3, 4 and 5 are offered an additional Mathematics test preparation course. The program utilizes the workshop model of instruction and provides supplementary mathematics support for test taking skills and strategies.</p>
Science:	<input type="checkbox"/> <ul style="list-style-type: none"> • During the school day, Science content area is also incorporated into English Language Arts academic intervention services which are provided as a push-in model for the lowest third of each class in grades K through 5 twice per week. This small group instruction delivers Science content area lessons utilizing non-fiction text based on the reading levels of the

	students in order to meet state standards.
Social Studies:	<input type="checkbox"/> <p>During the school day, Social Studies content area is addressed through English Language Arts academic intervention services which are provided as a push-in model for the lowest third of each class in grades K through 5 twice per week. This small group instruction delivers Social Studies content area lessons based on the reading levels of the students in order to meet state standards.</p>
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> <p>During the school day, the full-time guidance counselor meets at risk children once per week to provide support for the children's emotional, social and behavioral needs. This is a flexible group and is subject to change, as the need arises.</p>
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> <p>NA</p>
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> NA
At-risk Health-related Services:	<input type="checkbox"/> NA

- 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. **APPENDIX 2 PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)** 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 **CFR Part 154** in the manner 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.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

PS 69 provides quality education for all of its students. Our school has 902 students and 485 of these students are English Language Learners. An approximately 58.7% are identified as ELLs. PS 69 provides ELLs with a selection of bilingual instruction programs according to CR Part 154 parental choice and Title III guidelines. Students participate in either the Free Standing English as a Second Language Program or in the Transitional Bilingual Education Program. ESL instruction is provided to ELLs through a blended program of both the Push-in and Pull-out models. Our school provides ESL instruction in kindergarten through 5th grade. There are 3 Chinese Bilingual classes, one in kindergarten, one in first grade and a Chinese Bilingual Special Education bridge class in grades 4/5. All students receive academic instruction as mandated by CFR Part 154 and the Language Allocation Policy. Our students receive instruction tailored to comply with city and state performance standards. Differentiated instruction is implemented to meet or exceed these learning standards. All bilingual and ELL teachers are fully certified. Additionally, staff members as well as parents participate in high quality professional development. Teachers and parents work collaboratively to enhance the overall experience of the student as a successful learner. Title III funding). The after school ELA and Mathematics test preparation program will be offered to ELL students in grades 3, 4, and 5 in the Winter semester. The Title III program will supplement the regular mandated ESL instruction that the children receive. The ELA program will use materials from Comprehensive Assessment of Reading Strategies by Curriculum Associates Inc., E- LAP: Preparing English Language Arts Test by Continental Press. The Math program will use materials from Comprehensive Math Assessment by Options Publishing, New York State **Section II. Title III, Part A LEP Program Narrative**

Grade Level(s)

Grades 3, 4 & 5 enrichment program will be offered to ELL students in grades 3, 4, and 5 in the Fall/Winter semester. The Title III program will supplement the regular mandated ESL instruction that the children receive. The program will target advanced level students for grammar and Writing. **Number of Students to be Served:** The New York State Test by Raleigh Education will be used. The program will meet twice per week from approximately November to January for a total of 18 sessions, including teacher professional development. Approximately 235 children will be invited to attend.

Number of Teachers: 15
Other Staff (Specify): N/A
School Building Instructional Program/Professional Development Overview
 An after school enrichment program will be offered to ELL students in grades 1 and 2 in the Spring semester. The Title III program will supplement the regular mandated ESL instruction that the children receive. The program will use materials from "English to a Beat" and scientifically based programs distributed by Rigby. The program will meet 2 times per week from approximately May to June for a total of 12 sessions, including teacher professional development. Approximately 173 children will be invited to attend.

Section II. Title III, Part A LEP Program Narrative
Language Instruction Program

Highly qualified teachers for all after-school program, certified in the Common Branches, Bilingual Education, or ESL will deliver instruction in English. The program will include 4 ½ hours of parental support workshops to be conducted by certified ESL/Bilingual teachers. These workshops will include literacy and mathematics support for both the classroom and at home.

PS 69 will offer Arts Connection, a program that incorporates performing, visual, literary, and media arts. Arts Connection programs allow children to develop their own artistic potential while building skills and fluency in the English Language. A professional musician, Reuben Gonzales, will be working with K-2 English language learners and special education classes weekly, modeling oral language skills. Students will participate in all areas of language acquisition through interactive listening and singing. The goals for this program for 2010-2011 include the following;

- Increased listening comprehension and building a receptive vocabulary.
- Increased usage of linguistic patterns in the English language
- Developing rhythm and repetition for natural syntax in the English Language

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.

□

ESL teachers will meet throughout the year with their grade teachers from K-5 for ongoing collaboration. In the Spring, ESL teachers will conduct a professional development session with the grades to provide an overview of the NYSESLAT and LAB-R exam. Additionally an outside Teachers College, Columbia University staff developers will work with teachers to develop lessons to support English Language Learners in the classroom . All teachers working with ELLs are being trained in using the Orton Gillingham Approach to reading instruction. ESL teachers will attend a monthly meeting from the Learning Support Organizations for training in current ESL techniques. These ESL professional development activities will sustain and support the teachers in their instructional programs. ELA, Mathematics and ESL standards will be aligned with instruction to amplify and enrich both the teacher and learner. The goals for this program for 2009-2010 include the following;

- Incorporating Differentiated Instruction with the Treasure Chest Program
- Developing lessons using the Orton- Gillingham approach to reading
- Using current techniques for language acquisition for ELLs

Section III. Title III Budget

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School: 20K069

BEDS Code: 332000010069

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$52598	<input type="checkbox"/> 1 Supervisor ELL Classes (Gr.1 and 2) (18 Sessions) 1 Supervisor ELL Classes (ELA/Math-ESL) (24 Sessions) 1 Supervisor ELL Classes (ELL Gr. 3,4, and 5 Writing and Grammar Program) (12 Sessions) Supervisor Per Session \$43.94 x (148 hours) = \$6,536 15 Teachers ELL Classes (Gr. 1 and 2) 15 Teachers ELL Classes (Gr. 3,4, and 5 ELA/Math-ESL) 15 Teachers ELL Classes (ELL Gr. 3,4, and 5 Writing and Grammar Program) Teacher Per Session \$41.98 x (950 hours) = \$39,912 1 Secretary ELL Classes (Gr.1 and 2) 1 Secretary ELL Classes (Gr. 3,4, and 5 ELA/Math-ESL) 1 Secretary (ELL Gr. 3,4, and 5 Writing and Grammar Program) Secretary Per Session \$25.87 x (249 hours) = \$6150 Teacher and supervisor per session hours to carry out student enrichment program for students as well as workshops for parents. Teacher coverages, and language translators.
Purchased services - High quality staff and curriculum development contracts	\$14,000	<input type="checkbox"/> Arts Connection musician, Reuben Gonzalez \$125 x 112 Sessions = \$14,000
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$7,000	<input type="checkbox"/> Books, Instructional Materials and Supplies

Educational Software (Object Code 199)	N/A	<input type="checkbox"/> N/A
Travel	N/A	<input type="checkbox"/> N/A
Other	N/A	<input type="checkbox"/> N/A
TOTAL	0	

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.

- After a review of our home language surveys, we determined what translations are necessary in support of the communication between home and school. Letters sent home are translated into the dominant home languages of Chinese and Spanish. Staff members that speak and write in Chinese and Spanish provide translation services. Additionally, other staff members speak and write in Russian, Urdu, and Arabic and are called upon if needed.

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.

- The majority of the written translation and oral interpretation needs (approximately 76%) are in the Chinese language. Chinese is the identified primary language of approximately 76% of the families of PS 69K. Additionally, Spanish is identified as the primary language of 12% of the families at PS 69.
- The findings are reported at School Leadership team meetings and Parent Association meetings, as well as Faculty Conferences.

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.

- Our staff members who speak and write in Chinese and Spanish have volunteered to provide translations of any letters and/or memos to be sent home. The Translators are paid per session and letters/memos to be translated will be given to the translators at least two days before being sent home. Copies made have English on one side and Chinese or Spanish on the other. If needed, other staff members are available to translate into Russian, Arabic and Urdu.

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

- Oral translation services will be provided by staff members who speak the language. Scheduling will be modified to allow these staff members to be able to translate at various workshops and Parent Association meetings. Per session funds are available for staff members to offer translations during evening conferences and events.

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 school will fulfill the Chancellor's Regulation that families with Limited English will be provided with a meaningful opportunity to participate and have access to programs and services critical to their child's education. Upon entering PS 69, parents are greeted with signs offering Language Services displayed in the main Entry and then repeated outside the Main Office. These signs are posted in every identified language from PS 69K. Additionally, a Language Identification Card is on the Main Counter inside the Main Office. This card is presented to non-English speaking parents, so that they may find their language and identify it to office staff. Over the phone interpretation services are also available from the NYC DOE Translation and Interpretation Unit; this phone number is listed on the Language Identification Card. Translators will be provided when needed at workshops and Parent Association meetings to ensure each family will receive all communications based on their home language survey. Letters sent home will be translated into the dominate language of need (Chinese and Spanish) to support communication.

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 2010-11:	\$878,763	\$178,970	\$1,057,733
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$8,788	\$1,790	\$10,578
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$43,940	*	\$43,940
4. Enter the anticipated 10% set-aside for Professional Development:	\$87,880	*	\$87,880

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100%

6. 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.

* Federal waiver granted; additional set-asiders for Title I ARRA are not required for these areas.

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND 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.

School PS 69K, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a parent involvement policy to strengthen the link between the school and the community. School PS 69K’s policy is designed to keep parents informed by actively involving them in planning and decision making. Parents are encouraged to actively participate on School Leadership Teams, Parent Associations, and Title I Parent Advisory Councils, as trained volunteers and welcomed members of the school’s community. Education research shows a positive correlation between parental involvement and student achievement. The overall aim of the policy is to develop a parent involvement program that will:

- Build a home-school partnership that assists parents in acquiring effective parenting skills;
- Provide parents with the information and training needed to effectively become involved in planning and decision making;
- Increase their understanding of their right to support their child’s education by being involved in the educational process;
- Increase the role of the home in enriching education and improving student achievement; and
- Develop positive attitudes toward the entire school community.

School PS 69K’s Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy to improve the academic quality of the school. The findings of the evaluation will be used to design strategies to more effectively meet the needs of parents, and if necessary, to revise the Title I Parent Involvement Program and this policy.

In developing the School PS 69K Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school’s Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Parent Involvement Policy and asked to survey their members for additional input. This School Parental Involvement Policy and the School Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I Part A Programs, as evidenced by the Principal’s Title I Parents Meeting on November 12, 2010.

This policy will be adopted by PS 69K on November 12, 2010 and will be in effect for the period of the 2010-2011 school year. This school will distribute this policy to all parents of participating Title I Part A children on or before November 12, 2010 at the Principal’s Title I Parents Meeting.

To increase parent involvement, PS 69K will:

- Actively involve and engage parents in planning, reviewing and improving the Title I program, including the Parent Involvement Policy of the school;
- Engage parents in discussion and decisions regarding the required Title I funds that local education agencies (LEA) must set aside and distribute directly to schools to promote parent involvement, including family literacy and parenting skills;
- Support school level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills.
- Maintain Parent Coordinators to serve as liaisons between the school and communities. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
- Conduct parent workshops with topics that may include: parenting skills, grade level curriculum expectations; literacy, accessing community and support services; and technology training to build parents capacity to help their children at home.
- Provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability status, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- Host the required Annual Meeting to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Section 1118 of Title I, Part A;
- Schedule additional parent meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- Translate all critical school documents and provide interpretation during meetings and events as needed; and
- Conduct ongoing parent workshops where all parents are invited to attend formal presentations and workshops that address their parenting needs.

PS 69K will further encourage school level parental involvement by:

- Providing school folders for daily written communication between school/teacher and the home.

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.

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PS 69K staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share the responsibility for improved academic achievement and the means by which a school/parent partnership will be developed to ensure that all children achieve State standards.

SCHOOL RESPONSIBILITIES

PS69K staff will

- Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's standards by:
 - Using academic learning time efficiently;
 - Providing a safe, supportive and effective learning environment for students and a welcoming environment for parents/guardians;
 - Respecting cultural, racial and ethnic differences;
 - Implementing a curriculum aligned to State standards;
 - Offering high quality instruction in all content areas; and
 - Providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act.

- Address communication issues between teachers and parents by:
 - Conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
 - Convening an annual meeting (early in the school year) for parents of students participating in the Title I program to inform them of the Title I program and their right to be involved;
 - Arranging additional meetings at other flexible times, i.e., morning and evening; phone conferences; and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular school meeting;
 - Ensuring that information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
 - Involving parents in planning, reviewing, evaluating and improving the Title I programs and the parental involvement policy;

- Providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual and school information; and
- Ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents.

Provide parents reasonable access to staff by:

- Notifying parents of the procedures to arrange an appointment with their child's teacher; arranging opportunities for parents to volunteer in the school or at home; and
- Providing for Open School activities that include observations of classroom activities.

Provide support to parents by:

- Assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities. Times will be scheduled so that the majority of parents can attend;
- Sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community; and
- Supporting parental involvement activities as requested by parents.

PARENT/GUARDIAN RESPONSIBILITIES

The Parent/Guardian will:

- Monitor my child's attendance and ensure my child arrives to school on time. When my child is absent, I will follow the procedures to inform the school;
- Ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and their age;
- Make sure that homework is completed and assist my child if necessary;
- Read to my child or discuss what my child is reading each day (minimum 15 minutes);
- Set limits to the amount of time and what my child watches on television or plays video games;
- Promote positive use of my child's extracurricular time such as, after school extra learning opportunities, clubs, team sports and/or quality family time;
- Volunteer in my child's school either at the school or assisting from my home in some way if time or schedule permits;
- Participate, as appropriate, in the decisions relating to my child's education. I will:
 - Communicate with my child's teacher about their educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;
 - Respond to surveys and notices when requested;
 - Become involved in developing, implementing, evaluating, and revising the school-parent involvement policy;
 - Participate in or request training that the school offers on teaching and learning strategies whenever possible;
 - Take part in the PA or serve to the extent possible on policy advisory groups, e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
 - Share the responsibility for the improved student achievement of my child.

STUDENT'S RESPONSIBILITIES

I will:

- Attend school regularly and be on time for school;
- Complete my homework and turn in all assignments on time;
- Follow the school rules and be responsible for my actions;
- Show respect for myself, other people and property;
- Try to solve disagreements or conflicts peacefully; and
- Always try my best to learn.

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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.

Please refer to the Needs Assessment Section IV.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

Children who are performing below standard will receive intense AIS services in the academic area of need. These services are provided by six full-time Academic Intervention Teachers. Three have programs devoted to Literacy and three have programs devoted to Mathematics instruction. The push-in/pull-out model will be used to provide intervention to all classes in Kindergarten through Grade 5 twice per week, thereby reaching out with intervention support to the lowest third of the entire school. Groups will be formulated according to the skills and

strategies needed to be strengthened. In addition, at appropriate intervals during the school year, after school programs will be offered for grades 3, 4 and 5 in preparation for the higher proficiency levels in ELA and Math.

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.

3. Instruction by highly qualified staff.

-

- The 100% of highly qualified teachers reflects the reporting from the 2009-2010 BEDS survey.

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.

-

- Staff development is planned by the administrative cabinet and instructional team. Our Literacy, Math and Data Coaches along with our grade leaders, department specialist, Teachers College staff developers, partnership organizations, and CFN support specialists conduct

staff development. Additional outside staff development opportunities are also provided by Teachers College for both reading and writing for teachers and administrators. In addition, ESL, data, technology and content area workshops are provided by the CFN and DOE for teachers, paraprofessionals and administrators. Also, Orton Gillingham training is also provided to all classroom teachers, Literacy AIS, and student support services to provide teachers with OG Methodology by an OG Consultant.

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



- We carefully interview and select high-quality candidates for our high achieving, well-developed, “A” rated school.
- Resumes are considered and researched from those received via mail, email, and DOE Human Resources candidates’ pool from the Open Hire, Open Market, and Teaching Fellows websites.
- Candidates are initially interviewed by the Principal and Assistant Principals.
- In addition, a second interview is required which may include department members for special license areas, such as Special Education.

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



- Both the Parent Coordinator and the Parents Association have lending library materials available for parents to borrow.
- Monthly Parent Association meetings are often combined with Family Fun Activities, such as art making workshops, academic workshops, and multicultural performances.
- Parents are invited to classroom celebrations for our Halloween Parade, Dance Festival, Winter Concert and Spring Concert.
- Our Annual Family Reading Night invites families to come together to hear stories read at school in the evening. Children come to the event in pajamas and then enjoy milk and cookies with their parents.
- The NYC DOE Office of Adult Education offers daily English classes to parents and members of the community from Monday through Friday from 9:00 to 11:00 AM in our school cafeteria.
- The NYC DOE Office of Adult Education offers weekly GED classes to parents and members of the community from Monday through Wednesday afternoons from 3:30 to 7:00PM in our school cafeteria.

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.



- Due to space limitations, there is no pre-kindergarten program offered at PS69K.

- Parents of students accepted into Kindergarten are notified by mail in June and sent a welcome letter in August.
- The welcome letter gives detailed information about their child's class and the schedule for the beginning of school. As per DOE policy, the first two days are usually half-days for Kindergarten students. Our Parent Coordinator organizes a welcome breakfast for Kindergarten and transfer students' parents. They are able to meet the Parents Association officers, Principal, and Assistant Principals and review the Parent/Student Handbook.

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.



- All teachers are engaged in the review and analysis of multitudes of data garnered from both formal and informal sources. Formal sources include, but are not limited to NYS exams, Mathematics Acuity, Predictive Acuity exams, and Teachers College Reading and Writing Assessments. Informal sources include teacher made assessments, projects, conference notes, unit tests in Mathematics, and Kid Watching notes in Mathematics. Results of assessments and student data are reviewed on the agendas of the following:
 - Weekly Cabinet meetings
 - Monthly grade meetings
 - Monthly Data Instructional Team meetings
 - PPT Meeting
 - Monthly AIS/ESL meetings
 - Monthly Faculty Conferences
 - Periodic data workshops to navigate the different systems, i.e. Teachers College, ARIS, Acuity
 - Monthly Special Education Meetings

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.



- Our Pupil Personnel Team meets each month to discuss the children who are below the academic standards or are struggling with emotional, social, or behavioral issues. A plan will be created for each child with appropriate services offered, i.e., AIS reading and/or Math, at-risk services including Resource Room, Speech, Counseling, OT/PT, or special education evaluation or services.
- Our AIS team meets monthly to discuss student progress with full-time special education service providers.

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.

□

- Our Parent Coordinator, Guidance Counselor, school psychologist, and social worker work together to provide appropriate resources to parents in need of assistance.
- Children's First Network support specialist for Youth and Development also offer support to schools and families in need, including working with the NYC Administration for Children's Services.
- The NYC DOE Office of Adult Education offers daily English classes to parents and members of the community from Monday through Friday from 9:00 to 11:00 AM in our school cafeteria.
- The NYC DOE Office of Adult Education offers weekly GED classes to parents and members of the community from Monday through Wednesday afternoons from 3:30 to 7:00PM in our school cafeteria.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using all of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of its students.

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I).

However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e., Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (ARRA)	Federal	Yes			\$213,130	True	CEP Section VI : Action Plan
Title I, Part A (Basic)	Federal	Yes			\$567,254	True	Section VI: Action Plan
Title II	Federal	Yes			\$131,111	True	Section Vi: Action Plan

¹**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
 - is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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.

NA

2. Ensure that planning for students served under this program is incorporated into existing school planning.

NA

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;

NA

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

NA

c. Minimize removing children from the regular classroom during regular school hours;

NA

4. Coordinate with and support the regular educational program;

NA

5. Provide instruction by highly qualified teachers;

NA

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

NA

7. Provide strategies to increase parental involvement; and

NA

8. Coordinate and integrate Federal, State and local services and programs.

NA

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

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: In Good Standing **SURR PHASE / GROUP (IF APPLICABLE):**
Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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.

APPENDIX 7: 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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

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.)

We do not have any students in temporary housing.

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

Students in temporary housing will be immediately enrolled to the school, and included in school day academic programs, and before and after school or summer enrichment programs that meet the eligible student's academic, social and emotional needs. Comprehensive services, including conflict resolution and violence prevention counseling and/or other counseling services relative to the specific needs with homeless children and youth may also be provided. If needed, child will be provided with school supplies, seasonally appropriate clothing and expenses for participation on school trips. Additionally, the parent will be invited to attend all school workshops and any specific at risk meetings with guidance counselor, classroom teacher and administration to help facilitate their transition to PS 69. Professional development is provided to raise the awareness of educator and pupil services personnel of the rights of homeless children and youth under the McKinney-Vento Homeless Assistance Act.

Part B:

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).
N/A
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
 N/A
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 your Children First Network.
N/A

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_20K069_102910-112452.doc

OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K-12 LANGUAGE ALLOCATION POLICY SUBMISSION FORM

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster	Cluster 6, CFN 609	District	20	School Number	069	School Name	Vincent D Grippo
Principal	Jaynemie Capetanakis			Assistant Principal	JoAnn Yenzer, Raquel Powers		
Coach	Dana Marinaro			Coach	Gordana Buchanan		
Teacher/Subject Area	Mannor Wong/ ESL			Guidance Counselor	Mandy Huang		
Teacher/Subject Area	Rosemary Neglia/Data			Parent	Wendy Acosta		
Teacher/Subject Area	Donna Pollari /ESL			Parent Coordinator	Patricia Coluccio		
Related Service Provider	Margaret Schwertman/ Spec. Ed.			Other	N/A		
Network Leader	Deborah VanNostrand			Other	N/A		

B. Teacher Qualifications

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

Number of Certified ESL Teachers	7	Number of Certified Bilingual Teachers	2	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	902	Total Number of ELLs	485	ELLs as Share of Total Student Population (%)	53.77%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

As highlighted in New York State CR Part 154, all students at PS 69 must be screened according to a LEP identification Process. All certified ESL and Chinese Bilingual teachers as well as the Chinese school guidance counselor conduct an informal oral interview in English and in the native language. Formal initial assessment comprises of completing the Home Language Identification Survey. If necessary, a call will be made to the Language Interpretation Unit provided by the New York City Department of Education.

The ESL department reviews and identifies possible ELLs according to the answers on the Home Language Questionnaire. All Language Assessment Battery –Revised (LAB-R) testing is administered within 10 days by the ESL department. Results from the LAB-R determines program placement for those newly arrived students. NYSESLAT results from the previous school years are then examined to determine eligibility for the current school year. Continued Entitlement Letters as well as Non-Entitlement/Transition Letters are distributed to the parents at the beginning of each school year. Entitlement Letters for the newly arrived tested students are distributed as well.

A Parent Orientation meeting is scheduled within ten days of the start of the school year. At the Parent Orientation meeting, the ESL department, Bilingual teachers as well as native language translators conduct the meetings. Parents are given an overview of the three program choices (Transitional Bilingual, Dual Language, and Freestanding ESL) and divided into language groups. Parents then view the Orientation Video for Parents of Newly Enrolled English Language Learners distributed by the New York City Department of Education. The video is available in 11 different language including English. Each question in the parent survey and program selection form is read aloud for clarification. Any questions and concerns are answered individually and in a group format according to language. To ensure that parents understand their program choices we conducted two orientation workshops in September and October. Parent survey and program selection forms that are not returned are followed up by a letter in their native language and a phone call if necessary.

After reviewing the Parent Survey and Selection forms for the following years, the trends indicate that parents are requesting Transitional Bilingual programs for the early grades (K-1) and ESL-only instruction for grades 2-5. In 2009, 27 parents requested placement for their child in a Transitional Chinese Bilingual kindergarten class. 23 parents continued placement for their child in a Transitional Chinese Bilingual first grade class.

In the current school year of 2010-2011, the Parent Survey and Program Selection forms indicate that parents are requesting Transitional Bilingual programs for the early grades (K-1) and ESL-only instruction for grades 2-5. In 2010, 26 parents requested placement for their child in a Transitional Chinese Bilingual kindergarten class. 4 newly arrived ELLs requested placement in the Transitional Bilingual first grade class. In alignment with the parents' requests, we offered two Bilingual classes in the Chinese language, one in kindergarten and one in first grade in addition to a freestanding ESL program. The school also offers a Chinese Bilingual Special Education Bridge class in grades 4 and 5. Other ELLs in grades K-5 are serviced with the ESL push-in models of instruction with pull-out when necessary.

Part III: ELL Demographics

A. ELL Programs

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	1	1			.5	.5	0							3
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	3	4	6	5	6	7								31
Total	4	5	6	5	7	8	0	0	0	0	0	0	0	35

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	485	Newcomers (ELLs receiving service 0-3 years)	423	Special Education	27
SIFE	38	ELLs receiving service 4-6 years	62	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	58		3	7		7				65
Dual Language										0
ESL	423	38	4	62						485
Total	481	38	7	69	0	7	0	0	0	550

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese	26	32			9	1								68

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	26	32	0	0	9	1	0	68						

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	10	5	6	8	7	10								46
Chinese	30	42	76	65	57	66								336
Russian	1													1
Bengali														0
Urdu		2	0	0	2	2								6
Arabic	3	2	4	2	3	5								19
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian		1	1	1	1	1								5
Other		1	1	2	1	2								7
TOTAL	44	53	88	78	71	86	0	420						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Instruction is delivered within our freestanding ESL program according to the blended push-in and pull-out organizational models. Our freestanding ESL classes, like the bilingual classes, have been programmed to satisfy the Commissioner's Regulations, Part 154. In the push-in blended model, ESL teachers are scheduled to be with their ELLs during the literacy block. The ELLs are heterogeneously grouped. However,

pull-out may be a necessary option to differentiate instruction based on students' proficiency levels, and therefore, homogeneously grouped. The ESL program further differentiates levels of instruction by providing 360 minutes a week for beginner and intermediate students and 180 minutes a week for advanced students.

Bilingual instruction is provided according to the balanced literacy approach language model for Transitional Bilingual Education Programs. Students in the beginning stages receive native language instruction and English instruction using a 60/40 ratio of Chinese to English respectively. As the year progresses, the teacher shifts increasingly towards English instruction in line with the children's emerging language proficiency. Intermediate students' native language instruction decreases slightly and we follow a 50/50 model. Advanced students receive 25% of instruction in Chinese and 75% in English. Native Language instruction is delivered in blocks of 50 minute periods daily according to the Language Allocation Policy Guidelines for Transitional Bilingual Programs.

Our school has three Chinese Bilingual classes, one in kindergarten one in first grade, and one 4/5 Special Education Chinese Bilingual bridge class. In line with the Commissioners Regulations, Part 154, all of the Bilingual teachers differentiate instruction according to the student's language levels. The bilingual classes extend the literacy block in order to accommodate the varied needs of the bilingual learner. Our three Bilingual teachers all work under their Bilingual licenses for the city and state of New York

Students in both the Bilingual and ESL programs are held to the ESL standards of achievement which have been aligned with the ELA standards. Thus the ESL teacher is expected to teach literacy skills along with English language skills. Achievement in both literacy and English language proficiency is then measured by the NYSESLAT exam.

The main goal of our ESL program is to integrate academic and English language instruction for success in the content subject areas. This framework, sometimes referred to as sheltered instruction, makes academic instruction comprehensible by providing extra context to the learner to enrich language development. Instructional support is a key component to differentiate instruction for the ELLs to make content comprehensible. The key components of sheltered instruction are the following: using a schema or theme, highlighting key concepts or vocabulary, using visuals and realia, modifying speech, modeling structure, singing and chanting. These are scaffolding techniques that build language skills and content vocabulary. Instruction is differentiated according to the subgroups of ELLs in the following categories; SIFE, Newcomers, ELLs receiving services 4-6 years and ELLs with special needs. All ESL teachers use Treasure Chest, a scientifically based ESL literacy program by Macmillan Publishers, which focuses on developing academic English and is differentiated to meet student's academic and linguistic needs. ELLs are presented with readers that are leveled according to English proficiency levels. Activity books are used in conjunction with the readers for literacy skills practice. Supplementary materials include realia, photo libraries, phonics cards, and reading strategy cards. Students are given the opportunities to learn concepts, skills, and information presented in a variety of ways consistent with their academic and English proficiency level. Words Their Way for English Learners by Pearson is incorporated with the Treasure Chest program for additional word study practice. The Orton- Gillingham Approach is the foundation for word study.

When students are identified as SIFE, in addition to mandated ESL services, they participate in our specialized Academic Intervention Service (AIS) Program which provides small group instruction. Classroom Connections by Benchmark Education Company is designed as an intervention program to focus on comprehension skills and strategies for at-risk students. SIFE students also participate in the Extended-Day program. Students are grouped according to their ESL and ELA levels. Soars to Success and Early Intervention for Reading Success by Houghton Mifflin is used during the extended-day which focuses on small group intensive tutoring instruction. SIFE students also receive additional ESL instruction by a licensed ESL teacher.

In addition to the mandated ESL services, ELLs that are identified as newcomers 0-3 years, have intensive word study using the Orton-Gillingham Approach, which emphasizes the use of phonics through direct instruction. This approach enables students to achieve fluency and comprehension. All ESL teachers, Bilingual teachers, Academic Intervention Specialist, as well as Special Education Teachers have been trained to use this technique. Additionally, newcomers who fall in the category of less than 3 years in the English language school system, yet are eligible for the ELA, participate in test preparation using the following test preparation materials; Strategies to Achieve Reading Success, and Comprehension Assessment Reading Strategies, by Curriculum Associates. Reading Skill by Skill, and New York City Edits by Rally Education, New York State Language Arts: Coach by Educational Design, throughout the school day as well as, after school.

In the Title III after school program, there is a specific focus on differentiated reading instruction. For the newcomers in grades 1 and 2 with less than 3 years, the program English to a Beat by Rigby Publishing will be used to supplement the regular mandated school day. This program helps ELLs learn the skills of grammar and oral language in English while singing and chanting. There is also a reading and writing component specifically geared toward ELLs and language acquisition. For ELLs grades 3, 4, and 5, including those that receive services 4-6 years, we will be using Ladders to Success a below level support program that increases skill acquisition for struggling students. There are

currently no students that have completed 6 years of ESL but students that fall into the 4-5 year category will receive additional ESL instruction by a licensed ESL teacher.

All ELLs identified with special needs, in addition to the mandated 360/180 minutes of ESL instruction, receive instruction using the Orton-Gillingham approach. Do the Math a program created by Marilyn Burns which differentiates math instruction specifically for ELLs with special needs is also used. Do The Math helps students develop the skills they need to compute with accuracy and efficiency, the number sense they need to reason, and the ability to apply their skills and reasoning to solve problems.

B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

The targeted intervention programs for ELLs in ELA and Math consists of an Academic Intervention Services (AIS) that target students in the following categories; students who have not made progress as Advanced or Intermediate ELLs for 2 years, Advanced ELLs and students who scored a level 1. Students meet in small groups with specialized teachers for additional instruction. AIS literacy teachers use Classroom Connections by Benchmark Education Company, a comprehension skills and strategies program based on a balance literacy model. ELA standards are aligned with instruction. AIS math teachers use Everyday Math by McGraw Hill and modify the content according to students' needs and math abilities. Hands on manipulatives are emphasized to aid students understanding of complex math concepts. Mathematics standards are aligned with instruction.

Students reaching proficiency on the NYSESLAT are given transitional support with Academic Intervention Service Groups for both literacy and math. They are grouped homogeneously for small groups during learning time and target specific skills. They participate in the Title 1 funded reading and math program to ease transition. They also continue to receive testing modifications for all New York State Examinations.

The new programs we are continuing for the current school 2010/2011 year, reflects the data that was analyzed from the previous years. This year, we continue to implement a ESL literacy program called Treasure Chest by Macmillan which focuses on developing academic English and is differentiated to meet student's academic and linguistic needs. ELLs are presented with readers that are leveled according to ESL proficiency levels. In collaboration with Teachers College, Columbia University PS 69 uses a Balanced Literacy Approach to reading and writing. This approach develops Literacy and Language skills using literature rich activities to help students use multiple strategies to become proficient readers. Another program used by AIS teachers is called Classroom Connections by Benchmark Educational Company, which focuses on a comprehension skills and strategies program based on the balance literacy model. All ESL, AIS, Special Education teachers and Classroom teachers have been trained in the Orton- Gillingham approach based on explicit phonics instruction. Do the Math by Math Solutions is also used by all Special Education classes to modify according to students skills and abilities.

Some programs have been discontinued due to the changing needs of our students based on data analysis. Phonics and Friends, by Hampton Brown and Rigby's On Our Way to English are no longer being used because they do not meet the diverse needs of the students. Differentiated instruction was not a significant component of the programs. They lacked the specific instructional support to meet the linguistic needs of our diverse ELL population.

ELLs are afforded equal access to all school programs. During the day, they participate in the subject areas of art, music, technology, and physical education. A special student counsel is organized for students to participate in fundraisers, school spirit, and community activism. They are exposed to the democratic process of an election by campaigning and are required to make a public speech. Students vote for the candidate they believe represents them. Another school-wide activity to promote community service is the Penny Harvest Project. Pennies are donated to a community organization to teach awareness in giving to others in need.

After-school activities that offer equal access to ELLs include; Title III after school instructional programs to develop literacy and mathematics skills, and Arts Connection a program that incorporates performing, visual , literacy and media arts for students and their families. After-school clubs are also organized to encourage students to participate in various social activities such as; drumming, arts and crafts, tennis and basketball.

Computer technology which incorporates both visual and audio cues is especially useful for ELLs in the upper grades. Students in the fifth grades are provided with their own laptops for school. Upper grade students, second, third, fourth and fifth graders also receive computer technology instruction provided by our technology specialist. In 2008 and 2009 all third, fourth and fifth grade classrooms received Smartboards, a digital interactive medium which permits students to use a laptop as a classroom tool for group or individual instruction. Classroom teachers are encouraged to provide computer programs such as Clifford Literacy, Reader Rabbit, and Kidspiration for ELL students.

Native language support is delivered in the Chinese bilingual classes with bilingual books for their libraries. Additionally, teachers create their own materials in their native language to support a bilingual learning environment in content areas such as math, social studies, and science. Bilingual dictionaries in Chinese and other native languages are available both in the classroom and the library. For the upper grades, bilingual word to word glossaries in the content areas of math, science and social studies are available. For the ESL program model, direct translation for vocabulary development is a strategy used for language acquisition.

All AIS and support services correspond to ELLs ages and grade levels. Aged appropriate and grade level appropriate materials are selected to teach multi level students with different abilities. Low level high interest materials are available in the Classroom Connection program by Benchmark Education Company used by the AIS teachers as well as Treasure Chest, the program used by the ESL teachers to differentiate according to ELL proficiency levels

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

The professional development plan for all teachers inclusive of all ELL personnel includes approaches and strategies for ELL success in the classroom. Teachers received extensive training in the Orton- Gillingham Approach fo phonics and reading November, December, January of 2010 and will continue throughout the year . Teachers also received training by Teachers College staff developers biweekly on a monthly basis in September, October, November and throughout the year. Topics are discussed such as meeting the needs of ELL learners in the mainstream classroom and various ways of differentiating instruction through small group work and developing a plan of action. Visuals, charts and realia were also discussed for comprehensible input. Additionally ESL teacher meet weekly with their grade level classroom teachers to align instructional goals. ESL teachers regularly articulate with the classroom teachers in an effort to monitor students' progress. There are also monthly professional development workshops conducted by NYC Division of School Support and Instruction throughout the school year. For October the topic was Academic Literacy for ELLs Aligned to the Common Core State Standards. For November the topic was Scaffolding Instruction for ELLs: ESL Strategies for Classroom Teachers. For December, the topic was Academic Literacy for ELLs Aligned to Common Core State Standards: Reading & Writing Informational Text . For January the topic will be Academic Literacy for ELLs Aligned to Common Core

Standards: Looking at Student Work. For March, the topic will be Academic Literacy for ELLs Aligned to Common Core State Standards: Curriculum Mapping. And for June, the topic will be Academic Literacy for ELLs Aligned to Common Core State Standards, Best Practices.

The Parent Coordinator is the key person who assists in providing the staff information to help students and parents transition to middle school. She informs the 5th grade teachers about the specialized middle schools programs offered and testing requirements necessary. Programs and procedures are reviewed. Information is turned to the parents from the teachers. Additional information is sent home in the students native language. The Parent Coordinator also provides teachers with assistance in organizing the graduation ceremony. Fifth grade students and parents are invited to an orientation meeting for middle school. They are assisted in the process of attaining information about potential middle schools for their children. Individual questions and answers are given as needed. The parent coordinator also informs parents of middle school open houses and school fairs so that students may become familiar with the new environment.

The school provides minimum 7.5 hours of ELL training (including non-ELL teachers) as per Jose P. in several different ways. Here is the Professional Development Calendar for 2010 -2011. Each of these workshops are implemented by our ESL staff to all non-ESL staff members. Agendas and sign in sheets are maintained for each of the meetings.

September 2010 Faculty meeting incorporating visuals for English Language Learners in all subject areas.

October 2010 Teachers College staff development incorporating visuals for English Language Learners during reading and writing workshops.

November 2010 Writing and grammar for English language learners in the after-school Program.

December 2010 Adapting resources and materials for English Language Learners for teaching the main idea as strategy.

January 2011 Thematic units with a focus on vocabulary development for English language learners.

February 2011 Stages of Language Acquisition and using prompts for interactive learning across curricula.

March 2011 Getting ready for the New York State English as a Second Language Achievement Test.

April 2011 Getting ready for the English Language Arts test for English Language Learners

May 2011 Beginning writing conventions for early childhood ELLs

Throughout the year, Teachers College workshops are conducted to reflect on best practices for ELLs as well as English proficient students. One topic is using visual cues and charts to increase comprehension with ELLs. Another support for classroom teachers working with ELLs is provided by Orton-Gillingham workshops that focus on phonics and decoding strategies. For oral comprehension and speaking skills, Arts Connection with singer and songwriter Reuben Gonzales meets with classroom teachers in planning meeting to discuss strategies for ESL learners. There are also monthly professional development workshops conducted by the NYC Division of School Support and Instruction. Classroom and ESL teachers will attend the workshops that help align ELL goals to Common Core Standards.

E. Parental Involvement

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

Parent involvement is an essential component of our school community. Parents of newly arrived ELLs are invited to a parent orientation meeting to inform them of their program selection options. They are also invited to curriculum meetings in which they are informed about grade level standards and expectations. Additionally, parents and students participate in monthly “Family Fun Nights” where they attend performances and engage in hands-on art activities, to promote a positive school culture community spirit. Parents and community members are also offered adult ESL classes five days a week through the New York City Office of Adult Education.

The school is partnered with various Community Based Organizations to provide workshops and services to ELL parents. The Brooklyn Chinese Association (BCA) is an organization that provides needed service to parents and students. They offer an after school homework assistance program. BCA also assists parents with information about resources and services available in the community and surrounding neighborhoods. The United Federation of Teachers (UFT) also offers Dial a Teacher for further homework help. Another Community Based Organization, Amerigroup, provides information about health coverage and insurance for parents and their children. In partnership with Maimonides Hospital, Dr. Chu teaches parents about best methods to cope with children with behavior problems.

The needs of parents are evaluated in various ways. A parent orientation meeting is conducted for parents of kindergarten students during the first week of school. They are given an overview of the school and general information such as busing, lunch menus, and arrival and dismissal procedures. The Parent Association works in collaboration with the parent coordinator to address any questions or concerns. A Learning Environment Survey from the New York City Department of Education is distributed to parents each year. This survey is used to evaluate the school environment and the parents’ the school and staff.

The parent involvement activities address the needs of the parents in various ways as well. Parent involvement activities are an outgrowth of the learning environment survey, parent association meetings and the School Leadership Team. Communication between parents, teachers and administrators helps to direct the topics for parent involvement activities. These activities include orientation meetings for parents of ELLs and parents of kindergarten students. Other activities include Family Fun Nights which involves participation of parents and their children.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	52	34	20	27	21	37								191
Intermediate(I)	0	40	26	29	14	19								128
Advanced (A)	18	12	41	29	36	30								166
Total	70	86	87	85	71	86	0	485						

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/SPEAKING	B		13	12	9	8	20							
	I		30	17	7	12	7							
	A		25	48	27	20	29							
	P		7	8	30	28	23							
READING/WRITING	B		20	16	21	16	29							
	I		39	25	27	17	19							
	A		7	24	27	36	28							

	P		7	22	1	0	1							
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NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	25	35	19	21	100
4	21	30	18	24	93
5	12	28	11	15	66
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2	1	21	7	37	11	17	6	102
4	2	1	14	12	24	22	13	6	94
5	0	1	5	13	16	15	12	4	66
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	7	0	13	3	29	23	14	2	91
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	19	0	3	3	10	23	4	2	64
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:

goals to target each learners reading strengths and weaknesses to differentiate instruction.

After reviewing and analyzing the assessment data for the number of ELLs for each test, category and modality from the hand scored LAB-R and RLAT report from ATS, our school has significant numbers of ELLs at every level of proficiency. The data reveals that there is more beginner level ELLs in the early childhood grades of K-2 than in the upper grades of 3-5. There are more intermediate level ELLs in grades 1, 2, and 3 than in grades 4 and 5. There are more advanced level ELLs in grades 2, 3, 4, and 5 than in grades K and 1. This trend shows a progression of increased proficiency as students move to the next grade. Our largest numbers ELLs are in the beginner level, next is advanced level and last is intermediate level. The pattern across NYSESLAT modalities in reading /writing, listening and speaking has affected our instructional focus in the following way; students are organized in small groups to support learning needs. Lesson plans are designed to encourage the development of the lacking skills.

According to the RNMR report from ATS, the NYSESLAT Modality Analysis indicates the following across the grades; 96 students are proficient in the listening/speaking modality and 31 students are proficient in the reading/writing modality. 149 students are in the advanced level in the listening/speaking modality. 122 students are in the advanced level in the reading/writing modality. 73 students are in the intermediate level in the listening/speaking modality. 127 are in the intermediate level in the reading/writing modality. 62 students are in the beginner level for the listening/speaking modality. 102 are beginner for the reading/writing modality. Upon further analysis, it can be concluded that across the grades more students are proficient in the listening/speaking modality than the reading/writing modality. For intermediate students, the higher numbers are in the reading/ writing modality with 127 students. 73 students scored at the intermediate level for speaking/listening. In the listening/speaking modality, 69 students scored at the beginner level. 102 scored in the reading/writing modality.

ELL Student results for the New York State English Language Arts Test 2009 2010 show that 41.7% of the students in grades 3, 4, and 5 achieved a proficiency level of 3 or 4. According to the New York City Department of Education Progress Report for 2009-2010 ELLs made exemplary proficiency gains of 53% in English Language Arts. A total of 100 ELLs in the third grade took the ELA exam. Of these 100 students, 25 students scored at a level 1 and 35 scored at a level 2. 19 students scored at a level 3 and 21 students at a level 4. A total of 93 ELLs in the fourth grade took the ELA exam. Of these 93 students, 21 scored at a level 1 and 30 students scored at a level 2. 18 scored at a level 3, and 24 scored at a level 4. A total of 66 students took the ELA exam in the fifth grade. 12 students scored at a level 1 and 28 scored at a level 2. 11 scored at a level 3 and 15 scored at a level 4.

This indicates that of the total 259 ELL students that were tested, 60 students exceeded the standards scoring at a level 4. 48 met the ELA learning standards scoring at a level 3. 93 students are approaching the standards scoring at a level 2. 58 students are at risk scoring at a level 1. The patterns across proficiency and grades indicate that a majority of ELLs have scored in the mid-range between a level 2 and 3. In comparison to 2009, there is an increase in the number of ELLs exceeding the standards at a level 4.

ELL Student results for the New York State Mathematics Test 2009 show that 69.8% of the students in grades 3, 4, and 5 achieved a proficiency level of 3 or 4. According to the New York City Department of Education Progress Report for 2009-2010, ELLs made exemplary proficiency gains of 56.5% in Mathematics. According to the REXH report from ATS, a total of 102 ELLs in the third grade took the Mathematics exam. Of these 102 students, 3 students scored at a level 1 and 1 student took the exam in their native language. 28 scored at a level 2 and 7 took the exam in their native language. 48 students scored at a level 3 and 11 took the exam in their native language. 23 students scored at a level 4 and 6 took the exam in their native language. A total of 94 ELLs in the fourth grade took the Mathematics exam. Of these 94 students, 3 scored at a level 1 and 1 took the exam in their native language. 26 students scored at a level 2 and 12 took the exam in their native language. 46 students scored at a level 3 and 22 took the exam in their native language. 19 students scored at a level 4 and 6 students took the exam in their native language. A total of 66 ELL students took the mathematics exam in the fifth grade. 1 student scored a level 1 and took the exam in their native language. 18 students scored a level 2 and 13 took the exam in their native language. 31 students scored at a level 3 and 15 took the exam in their native language. 16 students scored at a level 4 and 4 took the exam in their native language.

64 students across the grades took the mathematics exam in their native language and scored at a level 3 or 4, according to the REXH report on ATS. Therefore 64.6% of the students who took the exam in their native language met or exceeded the standards in mathematics. 163 students took the exam in English and 119 scored at a level 3 or 4. Therefore, 73% of the students met or exceeded the standards in mathematics. This data indicates that students who took the exam in the native language are faring well in demonstrating their knowledge of mathematics in spite of their limited English proficiency. The opportunity given to take the exam in their native language narrows the gap of content knowledge and English proficiency.

91 fourth grade students took the New York State Science Test in 2010, according to the REXH report on ATS. 63 students took the exam in English and 43 scored at a level 3 or 4. Therefore, 68.3% of the students who took the test in English met or exceeded the standard. A total of 28 students took the exam in their native language and 25 scored at a level 3 or 4. Therefore 89% met or exceeded the standards in Science. Of the 23 students who scored at a level 1 or 2, 3 took the exam in their native language. This continues to indicate that students who are given the opportunity to take the content area exam in their native language are able to demonstrate content knowledge even though their English

language is limited.

Fifth grade student results for the New York State Social Studies Test of 2010 show that 64 ELs took the test according to the ATS report

Part VI: LAP Assurances

exceeded the standards. These results indicate that taking the exam in the native language helped to make a difference in this content area exam.

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jaynemie Capetanakis	Principal		12\13\10
JoAnn Yenser	Assistant Principal		12\13\10
Patricia Coluccio	Parent Coordinator		12\13\10
Mannor Wong	ESL Teacher		12\13\10
Wendy Acosta	Parent		12\13\10
Rosemary Neglia/Data	Teacher/Subject Area		12\13\10
Donna Pollari/ESL	Teacher/Subject Area		12\13\10
Dana Marinaro/Literacy	Coach		12\13\10
Gordana Buchanan/Math	Coach		12\13\10
Mandy Huang	Guidance Counselor		12\13\10
Debra Van Nostrand	Network Leader		12\13\10
Raquel Powers	Other <u>Assistant Principal</u>		12\13\10
	Other		
	Other		
	Other		