



P.S.169

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 169

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TABLE OF CONTENTS

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: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....	7
SECTION IV: NEEDS ASSESSMENT.....	10
SECTION V: ANNUAL SCHOOL GOALS.....	13
SECTION VI: ACTION PLAN.....	14
REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....	24
APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....	25
APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....	28
APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....	43
APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....	45
APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, AND RESTRUCTURING.....	64
APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR).....	65
APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....	66
APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....	68

SECTION I: SCHOOL INFORMATION PAGE

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

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

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

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

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Rosalinda Vasquez

PRINCIPAL: Josephine Santiago

UFT CHAPTER LEADER: Luis Perez

PARENTS' ASSOCIATION PRESIDENT: Eileen Han

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 15 **CHILDREN FIRST NETWORK (CFN):** Grapevine Network

NETWORK LEADER: Margarita Nell

SUPERINTENDENT: Anita Skop

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT 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
Josephine Santiago	*Principal or Designee	Signatures on file and have been faxed.
Luis Perez	*UFT Chapter Chairperson or Designee	
Eileen Han	*PA/PTA President or Designated Co-President	
Marcela Mitaynes	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Roselyn Hood	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Zita Novick	Member/AIS Teacher	
Jose Chaparro	Member/AIS Teacher	
Rosalinda Vazquez	Member/Paraprofessional	
Vanessa Acosta	Member/Parent	
Gabriela Acosta	Member/Parent	
Evalevi Lopez	Member/Parent	

* Core (mandatory) SLT members.

*****SIGNATURE PAGE FAXED******

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Public School 169 is nestled in the heart of the Sunset Park Community. It serves approximately 1,352 students grades K-5. The majority of the student body, 54.9% is of Latino decent, Asian students comprise 39.3% and White students make up 4.6%. In the span of one decade, the ratio of Hispanic to Chinese to others has gone from 80%:10%:10% to 55%:39%:5%. Roughly 40% of the student population is receiving English as a Second Language Services.

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

For the 2010-2011 school year our focus is "Teaching with Fire." We are committed to raising the expectations of our teachers and students performance. We believe that with energy and equity all students will excel and achieve greatness. The principal's vision is to empower her staff and students with high expectations for themselves.

A number of long-standing community partnerships serve the school. The Lutheran Medical Center and Health Plus, provide on-site medical center facilities. The addition of an onsite dental clinic sponsored by Lutheran Medical Center was added for the 2009-2010 school year and services will continue throughout the 2010-2011 school year. Virtual Young Men's Christian Association offers after-school homework help and recreation programs. Project Reach Youth in collaboration with Lutheran Hospital serves students K-2 as a literacy program. Other partners include the Sunset Park Recreation Center, the Brooklyn Chinese American Association and the Fifth Avenue Committee, which provides English instruction for adults. We also participate in community outreach projects aligned with NY Cares and The League Organization.

Above and beyond our outside partnerships, P.S. 169 offers a rigorous curriculum which includes hands-on and authentic student work. Students are provided with the opportunity to engage in enriching activities such as, chorus and the arts. Our school is involved with

Project Arts which exposes students to various forms of the arts with ongoing opportunities to explore and expand their talents. Students participate in Ballroom dancing, Talent shows, Dramatic Art performances and create Mosaic Murals.

Additionally, our school has been the recipient of several grants. These grants include: ELL Success Initiative, Parents as Arts Partners, The League, and 21st Century. These grants have enabled our students and staff to enjoy additional materials, professional development and community building activities. Several staff members have participated in Donor's Choose and have received materials and classroom support items to enhance their instruction.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 189 Sunset Park								
District:	15	DBN:	15K189	School BEDS Code:	331500010189				
DEMOGRAPHICS									
Grades Served:	Pre-K		3	√	7		11		
	K	√	4	√	8		12		
	1	√	5	√	9		Ungraded	√	
	2	√	6		10				
Enrollment				Attendance - % of days students attended:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	0	0	0		95.1	95.9	TBD		
Kindergarten	228	226	208	Student Stability - % of Enrollment:					
Grade 1	202	258	230	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 2	208	199	251		90.4	93.8	TBD		
Grade 3	184	198	202	Poverty Rate - % of Enrollment:					
Grade 4	156	166	193	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 5	137	166	163		84.0	89.1	92.7		
Grade 6	0	0	0	Students in Temporary Housing - Total Number:					
Grade 7	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 8	0	0	0		3	2	TBD		
Grade 9	0	0	0	Recent Immigrants - Total Number:					
Grade 10	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		32	34	38		
Grade 12	0	0	0	Special Education Enrollment:					
Ungraded	10	2	17	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Total	1125	1215	1264						
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	47	46	40	Principal Suspensions	0	2	TBD		
# in Collaborative Team Teaching (CTT) Classes	8	17	33	Superintendent Suspensions	1	0	TBD		
Number all others	63	89	74	Special High School Programs - Total Number:					
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment:				CTE Program Participants	0	0	0		
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Program Participants	0	0	0		
# in Transitional Bilingual Classes	176	160	215	Number of Staff - Includes all full-time staff:					
# in Dual Lang. Programs	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
# receiving ESL services only	306	340	368	Number of Teachers	83	86	TBD		

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	8	5	69	Number of Administrators and Other Professionals	17	21	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	4	3	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	100.0	100.0	TBD
				% more than 2 years teaching in this school	74.7	73.3	TBD
				% more than 5 years teaching anywhere	67.5	61.6	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED	82.0	83.0	TBD
American Indian or Alaska Native	0.0	0.1	0.0		97.7	96.2	TBD
Black or African American	0.8	0.8	1.0				
Hispanic or Latino	61.1	57.3	54.9				
Asian or Native Hawaiian/Other Pacific Isl.	32.4	36.2	39.3				
White	5.7	5.3	4.6				
Male	53.1	52.3	53.6				
Female	46.9	47.7	46.4				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10			
	√	√	√	√			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)	√	Basic	Focused	Comprehensive		
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	√			ELA:			
Math:	√			Math:			
Science:	√			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	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	√	√					
Limited English Proficient	√	√					
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	6	6	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	72.9			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	10.4			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	17.4			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	39.8						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	5.3						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
KEY: PROGRESS REPORT DATA				◊ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** 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 school's use of resources: last year's school budget, schedule, facility use, class size, etc.

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

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

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

Performance Trends:

- ❖ As the 2009-2010 data reflects 39% of our students' grade 3 through 5 have scored at a level 3 or above on the ELA State Exam as compared to 66% in 2008-2009. We recognize that this decrease was the result of a performance level scale overhaul. However, when we analyze individual student scores with the former performance level scale we noted that we would have increased the amount of students who scored levels 3 and 4. Therefore, within the new constraints of the leveling system we realize that we must focus on ELA comprehension and fluency in order to have more students performing at proficiency level. Vocabulary development and writing are two areas we will be addressing in order to improve ELA instruction and performance.
- ❖ As the 2009-2010 data reflects 55% of our students grades 3 through 5 have scored at level 3 or above on the Mathematics State exam as compared to 86% in 2008-2009. We recognize that this decrease was the result of a performance level scale overhaul. However, when we analyze individual student scores with the former performance level scale we noted that we would have increased the amount of students who scored levels 3 and 4. In order to increase our students who are considered grade level proficient we need to reexamine new performance indicators that have been added to each grade. Academic vocabulary needs to be included in daily instruction and reinforced so that students may develop a framework for mathematical context.
- ❖ Performance on the 4th grade State Science Exam has continued to increase from 83% to 86%. This resulted from materials ordered to support ELA in the content area of Science. Also, this is the third consecutive year that the school has utilized FOSS kits for hands on instruction.
- ❖ Special Education students reached effective AMOs based on their state performance index. This increased as compared to 2008-2009 special education performance indexes. It is noted that the special education population is increasing each academic year. At present, there are 4 self-contained Special Education classes, 4 CTT classes, 2 SETTS providers and 3 Speech Therapists. This subgroup is still faces daily

challenges. This school continues to have an increasing number of students with specific and diverse special needs.

- ❖ At P.S. 169 many new immigrant students arrive daily. Our ELL population is 40%, which is almost ½ of our total schools community. One of our school requirements is to address the specific academic needs of our ELL students at every level of language acquisition. One area of targeted instruction for the 2010-2011 school year will be writing. ELL students at P.S.169 historically score the lowest in the writing sub-test of the NYSESLAT. We understand that writing is the last skill acquired when learning a new language hence; we will make every effort to support this development.
- ❖ We have made great strides in our Social Studies curriculum development throughout the 2009-2010 school year, by focusing on professional development, supervision of instruction and student materials. However, we noticed that our 5th grade students didn't perform as well on the 2009 Social Studies Exam when compared to 2008. There were less level 3's and 4's, and a slight increase in level 1's.

Greatest Accomplishments:

- Although P.S. 169 services approximately 1,295 students grades K-5, each child is treated on a personal level. Staff members know each child personally and academically. This school is a true community school of Sunset Park.
 - Several of our staff members were students at P.S. 169.
 - Staff members send their own children to our school.
 - The principal is a lifetime resident of Sunset Park and is always accessible.
 - Several retired teachers continue to work here on a part time basis.
 - The administration of our school has been together as a team since 1998, thus creating stability.
 - Student attendance is 95.9% in 2008-2009. This total for 2009-2010 is still to be determined but we anticipate approximately the same rate. This is also evidenced in our after school and Saturday Academy programs.
 - 95% of our students speak a language other than English at home
 - The students participate in Love and Care Projects sponsored by the school in collaboration with outside partners to foster civic responsibility.
 - Notices are sent home in English, Spanish and Chinese
- This school has many caring and collaborating partners:
 - *Lutheran Medical Center*
 - *Health Plus*
 - *Prospect Park Youth- Virtual Y Program*
 - *Light and Love Home*
 - *Sunset Park Recreation Center- 21st Century After School Program*
 - *5th Avenue Coalition- ESL classes for Parents*
 - *PRY – Project Reach Youth*

Significant Aids/Barriers:

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

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

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

- Large immigrant populations, 540 out of 1,352 students are ELLs. Students arrive daily from other countries, such as China and Mexico. Some students never received formal instruction in their home country.
- Meaningful parental involvement is limited due to a large immigrant population and language barriers, makes it difficult to address the needs and sociological issues of the community; even though the school has bilingual Chinese and Spanish family workers/parent coordinators.
- Community surrounding the school is experiencing a population growth. Hence, the school has 57 classrooms grades K-5. This poses strategic and managerial challenges.
- 10% student mobility rate per year

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 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.

We have analyzed formal summary data from the state for ELA, Math, Science and NYSESLAT in order to hone in on our school's specific goals. These goals are as follows:

- As of August 2010, 39% of our students in grades 3-5, are meeting standards (Level 3 and 4) in English Arts. 22% of English Language Learners and 27% of the Students with Disabilities are meeting standards. Therefore after analyzing the data our ELA goal is to increase student comprehension by focusing on Common Core Standards and writing. *Measurable Objective: Students meeting standards (Levels 3 and 4) will increase from 39% in 2010 to 42% in 2011. This is an overall increase of 3%.*
- As of August 2010, 55% of our students in grades 3-5, are meeting standards (Level 3 and 4) in Mathematics. 45% of English Language Learners and 26% of the Students with Disabilities are meeting standards. Therefore after analyzing the data our math goal is to increase student math computation and comprehension by focusing on math vocabulary development and math writing. *Measurable Objective: Students meeting standards (Levels 3 and 4) will increase from 55% in 2010 to 58% in 2011. This is an overall increase of 3%.*
- To continue the development of grade specific social studies curriculum maps grades K-5. These curriculum maps will include hands on activities, project based assessments and writing pieces and will be aligned to state standards. *Measurable Objective: Student work will be evaluated by projects created based on curriculum. All grades will have at least 2 Social Studies grade projects for the 2010- 2011 school year.*
- Based on the new scale scores, there are 5% of students scoring level 1 in Math and 14% in ELA. Therefore, our goal is to decrease students scoring level 1 on state exams for the 2010-2011 school year. *Measurable Objective: For 2010-2011, level 1 students, identified by the 2009-2010 state exams, will decrease by 2% from the 2009-2010 ELA state exam. For 2010-2011, level 1 students, identified by the 2009-2010 state exams, will decrease by 3% from the 2009-2010 Math state exam.*
- The Inquiry Process and analyzed data will continue to be applied by all classroom teachers and AIS providers in lesson planning and classroom activities. *Measurable Objective: 90% of classroom teacher's grades 1-5 (45 teachers) will be involved in the inquiry process and utilize data to inform instruction.*

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 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 (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Based on the new scale scores: As of August 2010, 39% of our students in grades 3-5, are meeting standards (Level 3 and 4) in English Arts. 22% of English Language Learners and 27% of the Students with Disabilities are meeting standards.</p> <p>Therefore after analyzing the data our ELA goal is: To increase student comprehension by focusing on Common Core Standards and writing.</p> <p>Measurable Objective: Students meeting standards (Levels 3 and 4) will increase from 39% in 2010 to 42% in 2011. This is an overall increase of 3%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Common Core Standards will be incorporated into curriculum maps, grade conferences and units of study. Staff will participate in workshops on Common Core Standards. • Writing will be supported by guided writing, daily writer’s journals and staff development for teachers. • Teachers will continue to use Guided reading daily in the classrooms. • Junior Great Books will have been ordered and will be piloted in some classrooms. This program will aide in developing critical thinking skills. Participating teachers will receive on-going staff development. • Level 1 will receive AIS small group instruction for a minimum of 3 times per week and a maximum of 5 times per week. • Level 2 students will be the target group for extended Day and Saturday Academy activities • Level 3 and 4 students will participate in enrichment opportunities during and after

	<p>school.</p> <ul style="list-style-type: none"> • Individual student goals will be created and utilized when lesson planning and delivering instruction so that all needs will be met. • AIS Reading Specialist will provide small group instruction 3-4 times a week in Special Education classes. • ELL/IEP students will be invited to participate in extended day beyond the mandated school day. This program will focus on writing and ELA comprehension strategies. It will also increase time on task for individual and differentiated instruction • ELA Coaches will be providing professional development for teachers. • Laura Nuss-Caneda from Literacy Inc. will provide staff development. • Nancy Canella from Aussie will provide staff development • ELA curriculum calendars will support units of study
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with 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>	<ul style="list-style-type: none"> • Title I SWP • Tax Levy Fair Student Funding • C4E
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Published writing pieces after each unit of study • Acuity results in ELA (Predictive, ITA) will carefully monitor individual student progress, 3 times a year. • Assessment Binders (classroom teachers and AIS/SETTS providers) will reflect individualized student goals in ELA and benchmark targets. These goals will be updated to reflect successes and areas of concern after each unit of study. • Student work and portfolios will be monitored for growth utilizing rubrics and NYS ELA Standards, 3 times during the academic year. • DRA results will be monitored to show individual student growth from fall 2010 to spring 2011.

Subject/Area (where relevant):

Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Based on the new scale scores: As of August 2010, 55% of our students in grades 3-5, are meeting standards (Level 3 and 4) in Mathematics. 45% of English Language Learners and 26% of the Students with Disabilities are meeting standards.</p> <p>Therefore after analyzing the data our Mathematics goal is: To increase student math computation and comprehension by focusing on math vocabulary development and math writing.</p> <p>Measurable Objective: Students meeting standards (Levels 3 and 4) will increase from 55% in 2010 to 58% in 2011. This is an overall increase of 3%.</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>	<ul style="list-style-type: none">• An AIS math provider will support English Language Learners by providing small group instruction 2x a week.• Level 1 students in grade 4 and 5 will be serviced by a Math Specialist push in/pull out• Level 2 students will be the target group for extended Day and Saturday Academy activities• Enrichment will be provided to level 4 students to ensure progress is made in grades 4 and 5.• Monitor math instruction daily to ensure that the 75 minute mandate and academic rigor is evident in grades K-5.• Math problem of the day must be done daily: Coach Test Prep purchased as supplement for grades 3, 4 and 5 and include 2011 NYS indicators.• Math professional development provided by Math Coaches in form of model lessons, lesson planning and teaching content.• Pacing calendar is provided monthly for all grades to include vocabulary and enrichment or remedial activities.• F-Status Math Coach to strengthen K-2 mathematics instruction• Common Core Standards and Process strands will be incorporated into student math activities.• Problem of the day will be done daily and include opportunities for writing in

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

Subject/Area (where relevant): Social Studies

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To continue the development of grade specific social studies curriculum maps grades K-5. These curriculum maps will include hands on activities, project based assessments and writing pieces and will be aligned to state standards.</p> <p>Measurable Objective: Student work will be evaluated by projects created based on curriculum. All grades will have at least 2 Social Studies grade projects for the 2010-2011 school year.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Grade level meetings K-5 on individual social studies units, hands-on activities and lessons • Social Studies Technology Project Cluster • Professional development for cluster and classroom teachers who then will turn key information. • K-5 pacing calendar developed with activities to foster continuity between the grades. • Curriculum for K-5 aligned to State standards. • Trips linked to Social Studies will be provided to all grades • Social Studies Core Curriculum materials adapted into 4th and 5th grade classrooms • Primary Documents ordered for Grades 1-3 to support units of study • Social Studies through Technology cluster position added for 2009-2010 school year to reinforce social studies curriculum. • Grade 3 will receive Social Studies Core Curriculum Materials to support classroom instruction. • Trips to support Social Studies Curriculum.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • Title I Fair Student Funding • Tax Levy Fair student Funding • Title I SWP • C4E

Indicators of Interim Progress and/or Accomplishment

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

- Student work
- Social Studies unit projects and assessments
- Student work and notebook entries will be measured against NYS Standards and rubrics.
- Teacher made assessments will be administered after each unit. Students will be evaluated based on goals for the unit.

<i>described in this action plan.</i>	
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> • AIS meeting agenda/notes • AIS/Classroom teacher articulation notes • Acuity Predictive and ITA exams • Unit Benchmarks for Everyday Math • DRA2 Assessment results • Assessment Binders

Indicators of Interim Progress and/or Accomplishment

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

- Student progress as identified in assessment binders in all classrooms.
- Teachers will collect and combine all data in assessment binder to reflect, disseminate and plan for supporting students' individual goals
- At the end of each unit the individual student plans will be revised. A check off will indicate which areas were successful and which goal has been met. As well as which goals are ongoing.
- Grade Conference Agenda/Notes

REQUIRED APPENDICES TO THE CEP FOR 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), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also 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 – SED REQUIREMENT FOR ALL SCHOOLS

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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	42	30	N/A	N/A	6	Varies based on individual cases	Varies based on individual cases	8 students school wide receiving AIS medical services
1	62	55	N/A	N/A	6			
2	87	59	N/A	N/A	10			
3	59	22	N/A	N/A	15			
4	114	87	22	25	7			2,300 – 2,500 visits per year to clinic
5	99	84	22	28	22			
6								
7								
8								
9								
10								
11								
12								

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>Guided Reading – small groups ; 3-4 x a week during school, <i>Literacy By Design, Alpha Kids</i> Guided Practice- small groups + whole class 3-4 x a week, during school, before school, after-school and Saturday Academy Guided Writing – small group instruction, 3- 4 x a week during school Extended Day- Kaplan Advantage- Grades 3, 4, 5- Daily small group instruction Saturday Academy -small group instruction , 12 Saturdays , 2 hours- Grades 3, 4, 5 <i>Buckle Down ELA</i></p>
<p>Mathematics:</p>	<p>Small Group Instruction AIS Teacher 3-4 x a week during school, Progress Coach Math Personnel to supplement AIS- 2x a week , small groups during school Extended Day- small group instruction 2x per week , 1 hour Saturday Academy- small group instruction , 12 Saturdays , 2 hours- Grades 3, 4, 5 <i>Buckle Down Math</i></p>
<p>Science:</p>	<p>Personnel to supplement AIS- 2x a week , small groups during school Extended Day – small group instruction 4th grade Kaplan Advantage 3x a week Saturday Academy- small group instruction 4th grade <i>Buckle Down Science</i> Science Cluster- services selected students in grades four and five</p>
<p>Social Studies:</p>	<p>Social Studies Cluster- Teacher services targeted 4th and 5th grade classes. Project based Social Studies Technology Cluster- services targeted 4th and 5th grade classes. Implements technology with social studies</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Provide crisis intervention services as needed (small group, one on one). She is a member of the <i>Comprehensive Pupil Personnel Team</i>. The service is provided during the day through group work. Issues that are addressed are the following: self-esteem, empowerment of self, peer relationship and anger management.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>The school psychologist is an active member of the <i>Comprehensive Pupil Personnel Team</i>. She provides necessary support and staff consults with her on special cases which require her expertise.</p>

<p>At-risk Services Provided by the Social Worker:</p>	<p>The social worker is an active member of our <i>Comprehensive Pupil Personnel Team</i>. She is our designees for cases that are of high priority and are related to ACS. She is actively engaged with the Special Liaison of the school. Her role is to advocate for parents, provides referrals to agencies and provides short term counseling for at risk children.</p>
<p>At-risk Health-related Services:</p>	<p>The school nurse is at P.S.169, 5 days a week and has a medical assistant. This team services approximately 333 students a month. Annually, their reports indicate that our school nurse has serviced between 2, 300 to 2,500 per year.</p>

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2010-2011) Language Allocation Policy to this CEP.

Language Allocation Policy

The following information outlined in this Language Allocation Policy document is intended to provide added details about our schools policy, procedures, teachers and students. The entire fore mentioned are with regards to addressing the needs of our English Language Learners. P.S. 169 has approximately 1350 students with 540 of them designated ELL's. Hence over 40% of our school population receive ESL services.

- Language Allocation Policy Team Members:
 - J. Santiago, Principal
 - D. Norat, Assistant Principal
 - Y. Caccamo, ESL Liaison
 - A. Lopez, Bilingual Teacher
 - A. Rebutti, ESL Teacher
- Teacher Qualifications:
 - 11 ESL certified teachers
 - 13 certified bilingual teachers
 - 3 Special Education teachers with bilingual extensions

During enrollment, each parent/guardian is given a school registration packet. Once completed, the pupil account secretary checks the packet to verify if all necessary documentations are enclosed and the forms are filled out accurately. Once completed, it is given to an administrator (principal and/or assistant principal) to review thoroughly. The administrator evaluates the Home Language Identification Survey (HLIS) and conducts an informal oral interview with the parent and child in English or in their native language if needed, (due to our school's demographics, we currently have Spanish, Chinese and Arabic translators). If the HLIS indicates that the child uses a language other than English at home, she/he is administered the Language Assessment Battery-Revised (LAB-R) by either our licensed ESL and/or Spanish Bilingual pedagogues. Students are

tested within ten days of enrollment. The result of the LAB-R determines if the child is entitled for ESL support services. If the child is eligible and their home language is Spanish, he/she is given the Spanish LAB as well.

The steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT) are as follows:

- Once the NYSESLAT scores are available on ATS, whole- school reports and data are collected such as the RLAT (*NYSESLAT Exam History Report*) and RNMR (*NYSESLAT Combined Modality Report*). We review and evaluate each student's results and proficiency level. We look closely at each student's sub-test score in reading, writing, listening, and speaking to determine the language modality in most need of ESL support. Each classroom teacher is given the NYSESLAT scores for their ELLs. Teachers also review and evaluate their students' results and use the data to help assist them to differentiate instruction.

The structures that are in place at our school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL) are as follows:

- During registration, while the informal oral interview is being conducted, the administrator (principal or assistant principal) informs the parent of our school's Bilingual and ESL programs. The Parent Survey and Program Selection form is thoroughly explained to ensure that parents understand their choices and thus make informed decisions.

Furthermore, our Bilingual/ESL coordinator Dr. Norat, along with our parent coordinator Julie Candelaria, ESL liaison Yesenia Caccamo and Bilingual teacher Adriana Lopez conduct parent orientations to promote and encourage parent involvement. At the parent orientation, parents are given the opportunity to view the Program Orientation DVD in the appropriate languages. The DVD explains the ESL / Bilingual programs that are available to them.

Our school ensures that entitlement letters are distributed once the LAB-R is administered and hand-scored. If the results show that the child is eligible to receive ESL services, the parents are notified and given the entitlement letters. We welcome parents to contact our school's parent coordinator or our ESL/Bilingual director with any questions or concerns that they may have.

The criteria and the procedures used to place identified ELL students in bilingual/ESL instructional programs are the following: During the informal oral interview (registration process) with the parent and child, the administrator gathers background information such as home language, education, arrival to this country, etc. The administrator then explains the available programs offered at our school and temporarily places the student in either an ESL/bilingual program. The LAB-R is administered to the student within ten days. If the child is eligible for ESL services, the parent is invited to view the Program Orientation DVD in the appropriate language explaining the ESL/Bilingual programs available to them.

After reviewing the Parent Survey and Program Selection forms for the past few years, the trend has been that parents are choosing the ESL program more than the bilingual program.

At P.S. 169 we have adapted several program models for instruction that are tailored to meet the linguistic, academic, and affective needs of our English Language Learners. The programs are:

A.) - Transitional Bilingual Education (TBE) or Early-Exit classes Spanish and Chinese:

- Begins in our Kindergarten bilingual classes and continues to Grade 4.
- The students' first language is used for instruction while helping them gain oral proficiency in English.
- Math and Science are taught using E.S.L. methodology and techniques.
- Bilingual teachers use the native language for support in all subject areas. Native language instruction is utilized more readily in K-2 bilingual classrooms and less in upper grades 3 and 4. (utilizing mainly the preview, view, and review technique in presenting lessons) However, all bilingual teachers teach Math and Science in English.

B.) – Newcomers:

- Our newcomer 'push-in' program is designed to help ELLs with limited literacy skills and to develop students' linguistic and academic skills necessary to participate in existing programs for ELLs. Specialized instruction promoting English proficiency exists for all the newcomers in grades 3-5 and they receive these services for only one to two years. We structure our newcomers in a variety of ways:
- Four bilingual paraprofessionals, two interim service paraprofessionals (work with students with IEP's), two bilingual pupil service interns and one Chinese bilingual teacher push-in to bilingual and / or classrooms servicing students in small groups. These small groups also include newcomers that may be in monolingual classes' grades 2 to 5 who need extra support. Two licensed E.S.L. teachers (of the pull-out program, see A-IV) also push-in to classrooms with large numbers of newcomers.

C.) - English as a Second Language (self-contained classes):

- Seek to promote English Language proficiency and mastery of content at the same time. Content area curricula are integrated with language objectives.
- ELLs receive explicit supplemental language instruction in all content areas.

D.) - English as a Second Language 'Pull-out' program:

Our E.S.L. 'Pull-out' program targets ELL students currently in monolingual classes in Grades K-5. Students are pulled out daily from their classroom settings for intense small-group E.S.L. instruction addressing the four language modalities; listening, speaking, reading, and writing. In addition to using standardized exam results such as the ELA and NYSESLAT, we conduct ongoing assessments to help identify each student's English language acquisition skills / proficiency, thus differentiating instruction based on individual needs and strengths. Our goal is to effectively move the students along the language acquisition levels, to help students achieve academic success in an all-English classroom setting.

*NOTE: All ELL students in bilingual and ESL self-contained classrooms are grouped heterogeneously. E.S.L. teachers ('Pull-out' and 'Push-in') service ELLs in heterogeneous and / or homogeneous groups.

The organization of our staff ensures that the mandated number of instructional minutes is provided in the following programs:

➤ TBE Bilingual Classes:

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

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

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

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

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

➤ ESL Self-Contained Classes:

ESL teachers in E.S.L. self-contained classes teach all content areas through E.S.L. methods 100%.

Newcomers:

Newcomer ELLs receive English Language Instruction a maximum of 360 minutes as do newcomers in Bilingual and / or ELLs ('push-in' and 'pull-out') programs.

All ELL students who are not newcomers and score intermediate or advanced on the NYSESLAT also receive 'push-in' or 'pull-out' services and receive a minimum of 180 minutes a day depending upon their proficiency level.

Content area instruction is delivered in a variety of ways:

- Math and Science instruction is delivered consistently in English using E.S.L. methodology in Grades K-5 in all bilingual and E.S.L. self-contained classrooms. Hands-on activities are provided to reinforced concepts and build vocabulary.
- E.S.L. instruction is integrated with subject matter instruction in both Math and Science. This type of content-based E.S.L. is based on instruction that is meaningful and understandable to the ELL. Multiple visuals such as graphics, manipulatives, and other hands-on materials are used to clarify and reinforce meaning in Math and Science instruction.
- Content-based E.S.L. is also utilized as a method of instruction in all E.S.L. self-contained and 'push-in' / 'push-out' programs. All E.S.L. teachers receive each grade's curriculum maps and align their instruction to topics, concepts, and ideas found in the content areas of each grade's curriculum. Emphasis is also placed on teaching vocabulary in context. The integration of all four language modalities are used to teach in all the content areas regardless of the proficiency level of the student.
- Native language instruction in bilingual classrooms is used in teaching Spanish Language Arts through Social Studies, music, art, and poetry.

All bilingual and E.S.L. teachers use a Balanced Literacy approach (reading and writing) for instruction. A repertoire of teaching strategies and a variety of instruct activities are utilized in all classrooms. Differentiated instruction is provided for all subgroups (:SIFE, ELLs in the U.S. less than 3 years, ELLs receiving service 4-6 years, long-term ELLs and special needs ELLs) in several ways. All ELLs in the above-mentioned subgroups:

- Attend one or more additional services through participation in before school and after school programs, clubs, and Saturday Academy sessions.
- Receive at-risk intervention services in resource room, physical/occupational therapy and / or speech therapy, counseling and / or academic intervention (reading / math).
- Work on theme-oriented and / or short or long term projects in social studies.

- Participate in school's library and technology programs such as: Imagine Learning and Learning Village.
- Receive consistent assessments throughout the school year such as: Acuity tests, DRA, Running Records (Math and ELA) and informal classroom tests in order to plan specifically to these students' needs.
- Are discussed at pupil inquiry and at academic intervention service meetings to plan specifically to these students' needs and receive information or feedback from parents, as well.
- Receive daily guided reading and remediation services and / or enrichment instruction to support these students in moving one level growth in all subject areas.

At P.S. 169 we pride ourselves on our home school policy. We believe that it more than adequately meets the needs of our children and their parents; specifically we run frequent parent workshops (twice per month.) These workshops may be general to all or specific to our ELL population. Topics include:

- Child Development Seminars
- How to read and write with your children
- Supporting skill development in our children
- Supporting children in all city and state exams

Our school partners with Community Based Organizations such as:

- Virtual Y
- Project Reach Youth
- Lutheran Medical Center
- City English
- Health Plus
- Brooklyn Chinese American Association
- Center for Family Life
- Children of the City
- Sunset Park Afterschool Program
- Light of Love

Our CBO's provide services for parents that are specific to their needs for example, ESL classes for adult. GED preps, computer skills and a college prep program. We also provide counseling help to parents on site or by referral to social work agencies. Twice each month we present parent videos on the different ELL programs available.

When parents first bring their children to us we follow an intake policy. This identifies language or other needs of families. These needs are then referred to our Parents Coordinators who takes a hands-on approach to help each individual family. After a new school year begins we also circulate a comprehensive parent survey to further identify any other parent needs.

We actually recruit parents to our school leadership team so they are involved in school decision making process. We have on staff one associate and one assistant family worker. These workers help in servicing the parents and are valuable translators for the Chinese and Spanish languages. All communications for parents are published in English, Spanish and Chinese; these being our major populations.

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

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

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

- Test Prep/NYSESLAT
- ESL methodology
- Language Allocation Policy
- AVENUES Program
- IMAGINE LEARNING Program

- After-School Professional Study Groups – Books utilized were:
 - ✓ Learning to Learn in a Second Language (P. Gibbons)
 - ✓ Mathematics for ESL Student

**P.S. 169
LANGUAGE ALLOCATION**

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

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

CODES:

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

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

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.
-

Section I. Student and School Information

Grade Level(s) K-5 Number of Students to be Served: 540 LEP 810 Non-LEP

Number of Teachers 26 Other Staff (Specify) 3 (Paraprofessionals) 2 (Bilingual / Pupil Service Interns)

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

At P.S. 169 we have three program models for English Language Learners that are based on research demonstrating a strong relationship between first and second language learning. The three program models selected were based on parent requests. Based on the high number of parents who

selected ESL classes as a choice for his/her child (ren), we have increased the number of self-contained ESL classrooms. After viewing the "Orientation Video for ELL Parents", prior to the first day of school and throughout the school year, parents are informed of instructional program options.

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

For the 2010-2011 school year, P.S. 169 has 9 ESL classes, 4 Spanish bilingual classes, 8 Chinese bilingual classes and 1 Special Education Spanish Bilingual class. Three ESL pull-out program teachers service students in monolingual classes in grades 1-5. Three paraprofessionals services ESL new comers. A variety of programs in P.S. 169 service 612 LEP designated students. These programs are as follows:

- **Bilingual Classes (transitional)**

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

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

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

- **ESL (Pull-out)**

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

Supplemental Title III programs will take place from October 2010 - May 2011 in grades 2 – 5. They will be provided by certified ESL/Bilingual teachers. These programs are:

- **Extended Time Program**

Sunset Program – (ELA/ Math for all ELLs grades 3-5, 9 classes, 225 students) from October 2010 to May 2011. This program meets four times a week for 30 minutes for 30 weeks. The Sunset Program aims to extend time on task in English Language Arts and Mathematics for the English Language Learner. This service is provided by certified Bilingual or ESL teachers. **Kaplan Advantage ELA and Mathematics** will be utilized on the appropriate level during the Sunset Program. It will target instruction in reading, comprehension, computation, and communication skills. Vocabulary development will be supported by picture dictionaries and word to word dictionaries.

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

- **Saturday Academy**

ELA/Math Saturday Academy (ELLs grades 3-5 who have been in program for at least 1 year and 1 day, 7 classes, 120 students) from January 2011 to April 2011. This program meets for once a week for 3 hours and 30 minutes for 12 weeks. There will be four 3rd grade groups, two 4th grade group and one 5th grade group attending this program. This Saturday academy is designed to meet the needs of English Language Learners that are being tested in ELA and Math on the New York State test. This service is provided by Bilingual or ESL certified teachers and will have a supervisor present. The supervisor will ensure quality of instruction, safety and security of students and teachers. The supervisor will begin 15 minutes earlier to open the building and prepare the classes and rosters and stay for 30 minutes longer to ensure that all the students are picked up. Math vocabulary development will be supported by Velasquez Spanish and English Math Dictionaries. Literacy will be supported through Guided Reading. Teachers will be provided with Kaplan Advantage, Caliphone listening centers and books on tape in order to support small group instruction.

- **NYSESLAT Saturday Academy**

NYSESLAT Saturday Academy (ELLs in grades 2-5, 7 classes, 140 students from April 2011 through June 2011) this program is designed to meet the needs of English Language Learners in showing growth in language acquisition. This service will be provided by ESL or Bilingual certified teachers. Language Proficiency Intervention Kits will be used to support listening, speaking, reading and writing skills. All students will receive and utilize **Finish Line for Ells by Continental Press and Imagine Learning Software. Imagine Learning Software** teaches children English and develops their literacy skills faster and better than any other method. Students receive **one-on-one** instruction through hundreds of engaging activities specifically designed to meet the individual needs of English Language Learners, so they progress quickly. Books on Tape will be ordered to support the listening centers.

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

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

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

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

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

Educational Software (Object Code 199)		
Travel	\$13,838.00	Brooklyn Children's Museum – 225 students x \$7.50= \$1,688.00 NY Hall of Science- 225 students x \$8.00= \$1,800.00 Radio City Music Hall- 225 students x \$40.00= \$9,000.00 Brooklyn Museum- 225 X \$6.00= \$1,350.00
Other		
TOTAL	\$88,360.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Data indicates that 55% of the student population is Hispanic and 39% is Chinese, therefore notices are printed in English, Spanish and Chinese. Oral interpretations are available on-site in Chinese and Spanish at PTA meetings, parent workshops and parent conferences.

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	1,322,946	207,502	1,530,448
2. Enter the anticipated 1% set-aside for Parent Involvement:	13,230	2,075	15,305
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	66,147	*	
4. Enter the anticipated 10% set-aside for Professional Development:	168,367	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 90%
6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.



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

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

School Parent Compact

School Responsibilities

School P.S. 169 will:

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

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

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

- November and March

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

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

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

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

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

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

Parental Responsibilities

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

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

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

- Attendance
- Homework
- Television watching

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

→ volunteering in my child's classroom;

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

→ participating in school activities on a regular basis;

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

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

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

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

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

/ce



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Josephine Santiago, Principal

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

School – Parent Compact

School Name: Public School 169

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

Activities if the school determines that is appropriate, i.e. literacy Class, workshops on reading strategies.	
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Title 1 Parent Involvement Policy

1. The P.S. 169 will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:
 - To convene an annual meeting for Title 1 parents to inform them of the Title 1 program and their right to be involved.
 - To offer a flexible number of meetings at various times, and if funds are available, to provide transportation, child care or home visits for those parents who cannot attend a regular school meeting.

2. P.S. 169 will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:
 - To actively involve parents in planning, reviewing and improving the Title 1 programs and the parental involvement policy.
 - To provide parents with timely information about all programs.
 - To deal with communication issues between teachers and parents through:
 - Parent-teacher conferences at least annually
 - Frequent reports to parents on their children’s progress
 - Reasonable access to staff
 - Opportunities to volunteer and participate in their child’s class
 - Observation of classroom activities

3. P.S. 169 will coordinate and integrate parental involvement strategies in Title 1, Part A with parental involvement strategies under the other programs:
 - Primary Mental Health
 - AIS Reading, Math, Social Studies
 - Science Programs

4. P.S. 169 will take the following actions to conduct, with the involvement of parents, an evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title 1, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 - Consultation with Parent Coordinator
 - Consultation with Leadership Team
 - Consultation with Principal
 - Consultation with PTA Executive Board Members
 - Consultation with all school parents at PTA meetings

5. P.S. 169 will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
 - i. The State's academic content standards,
 - ii. The State's student academic achievement standards;
 - iii. The State and local academic assessments including alternate assessments;
 - iv. The requirements of Title 1, Part A;
 - v. How to monitor their child's progress; and
 - vi. How to work with educators.
 - To assure that parents may participate in professional development activities if the school determines that is appropriate, i.e. literacy classes, workshops on reading strategies

 - b. P.S. 169 will provide materials and training to help parents work with their child to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:
 - Participating in or requesting technical assistance training that the local education authority or school offers on child rearing practices and teaching and learning strategies.
 - Working with his/her child/children on schoolwork; read for 15 to 30 minutes per day to Kindergarten through 1st grade students; and listen to Grade 2 and 5 students read for 15 - 30 minutes per day.

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

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

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

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

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

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

Adoption

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

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

Principal’s Signature: _____

Date: _____

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.

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

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

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

are provided before, after school and on the weekend. Extended Time is offered to children with Extended Day and Saturday Academy programs. This basically extends the instructional day for ELLs, Special Education and children in grades 3-5.

3. Instruction by highly qualified staff.

The 2009-2010 school profile states that 100% of the teachers at P.S. 169 are fully licensed and permanently assigned to the school. However, only 90% of the staff is considered Highly Qualified. For our teachers, we plan for continuing staff development and schedule common planning time which allows for teachers collaboration and dissemination of appropriate programs and materials.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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 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>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) 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 page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			1,322,946.00	✓	14, 16,17
Title I, Part A (ARRA)	Federal	✓			207,502.00	✓	14, 17
Title II, Part A	Federal						
Title III, Part A	Federal	✓			88,360.00	✓	16
Title IV	Federal	✓			TBD	✓	TBD
IDEA	Federal						
Tax Levy	Local	✓			5,709,951	✓	14,16,17

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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.

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.

Directions: Describe how the school will implement the following components of a School wide 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.

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

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

12. School wide reform strategies that:

- c) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- d) 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 School wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

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

13. Instruction by highly qualified staff.

The 2009 -2010 school profile states that 100% of the teachers at P.S. 169 are fully licensed and permanently assigned to the school. In addition, we plan for continuing staff development and schedule common planning time which allows for teachers collaboration and dissemination of appropriate programs and materials.

14. 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 School wide Program to meet the State's student academic standards.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ 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.

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

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

P.S. 169 currently have one identified Student in Temporary Housing.

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

The identified student in temporary housing is provided with transportation passes, extended day activities and counseling. They are encouraged to participate in community based after school programs.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the

amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 169 Sunset Park					
District:	15	DBN:	15K169	School		331500010169

DEMOGRAPHICS

Grades Served:	Pre-K		3	v	7		11		
	K	v	4	v	8		12		
	1	v	5	v	9		Ungraded	v	
	2	v	6		10				

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		95.1	95.9	96.2
Kindergarten	226	208	201				
Grade 1	258	230	252	Student Stability - % of Enrollment:			
Grade 2	199	251	232	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	198	202	254		90.4	93.8	88.4
Grade 4	166	193	210				
Grade 5	166	163	192	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		84.0	92.7	92.7
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>	2007-08	2008-09	2009-10
Grade 11	0	0	0		3	2	6
Grade 12	0	0	0				
Ungraded	2	17	10	Recent Immigrants - Total Number:			
Total	1215	1264	1351	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					32	34	38

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	46	40	42	Principal Suspensions	0	2	1
# in Collaborative Team Teaching (CTT) Classes	17	33	45	Superintendent Suspensions	1	0	1
Number all others	89	74	69				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	160	215	TBD	Number of Teachers	83	86	89
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	17	21	11
# receiving ESL services only	340	368	TBD				
# ELLs with IEPs	5	69	TBD	Number of Educational Paraprofessionals	4	3	14

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	74.7	73.3	85.4
				% more than 5 years teaching anywhere	67.5	61.6	70.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	82.0	83.0	86.5
American Indian or Alaska Native	0.1	0.0	0.1	% core classes taught by "highly qualified" teachers	97.7	96.2	90.0
Black or African American	0.8	1.0	0.9				
Hispanic or Latino	57.3	54.9	49.3				
Asian or Native Hawaiian/Other Pacific	36.2	39.3	44.5				
White	5.3	4.6	5.3				
Male	52.3	53.6	53.1				
Female	47.7	46.4	46.9				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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

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

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

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

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	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 Islander	v	v					
White	-	-	-				
Multiracial							
Students with Disabilities	v	v					
Limited English Proficient	v	v					
Economically Disadvantaged	v	v					
Student groups making	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	42.1	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	9.1	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	5.2	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	26.3						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.5						

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



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

Josephine Santiago, Principal

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

Language Allocation Policy

The following information outlined in this Language Allocation Policy document is intended to provide added details about our schools policy, procedures, teachers and students. The entire fore mentioned are with regards to addressing the needs of our English Language Learners. P.S. 169 has approximately 1350 students with 540 of them designated ELL's. Hence over 40% of our school population receive ESL services.

- Language Allocation Policy Team Members:
 - J. Santiago, Principal
 - D. Norat, Assistant Principal
 - Y. Caccamo, ESL Liaison
 - A. Lopez, Bilingual Teacher
 - A. Rebutti, ESL Teacher
- Teacher Qualifications:
 - 11 ESL certified teachers
 - 13 certified bilingual teachers
 - 3 Special Education teachers with bilingual extensions

During enrollment, each parent/guardian is given a school registration packet. Once completed, the pupil account secretary checks the packet to verify if all necessary documentations are enclosed and the forms are filled out accurately. Once completed, it is given to an administrator (principal and/or assistant principal) to review thoroughly. The administrator evaluates the Home Language Identification Survey (HLIS) and conducts an informal oral interview with the parent and child in English or in their native language if needed, (due to our school's demographics, we currently have Spanish, Chinese and Arabic translators). If the HLIS indicates that the child uses a language other than English at home, she/he is administered the Language Assessment Battery-Revised (LAB-R) by either our licensed ESL and/or Spanish Bilingual pedagogues. Students are tested within ten days of enrollment. The result of the LAB-R determines if the child is entitled for ESL support services. If the child is eligible and their home language is Spanish, he/she is given the Spanish LAB as well.

The steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT) are as follows:

- Once the NYSESLAT scores are available on ATS, whole- school reports and data are collected such as the RLAT (*NYSESLAT Exam History Report*) and RNMR (*NYSESLAT Combined Modality Report*). We review and evaluate each student's results and proficiency level. We look closely at each student's sub-test score in reading, writing, listening, and speaking to determine the language modality in most need of ESL support. Each classroom teacher is given the NYSESLAT scores for their ELLs. Teachers also review and evaluate their students' results and use the data to help assist them to differentiate instruction.

The structures that are in place at our school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL) are as follows:

- During registration, while the informal oral interview is being conducted, the administrator (principal or assistant principal) informs the parent of our school's Bilingual and ESL programs. The Parent Survey and Program Selection form is thoroughly explained to ensure that parents understand their choices and thus make informed decisions.

Furthermore, our Bilingual/ESL coordinator Dr. Norat, along with our parent coordinator Julie Candelaria, ESL liaison Yesenia Caccamo and Bilingual teacher Adriana Lopez conduct parent orientations to promote and encourage parent involvement. At the parent orientation, parents are given the opportunity to view the Program Orientation DVD in the appropriate languages. The DVD explains the ESL / Bilingual programs that are available to them.

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The criteria and the procedures used to place identified ELL students in bilingual/ESL instructional programs are the following: During the informal oral interview (registration process) with the parent and child, the administrator gathers background information such as home language, education, arrival to this country, etc. The administrator then explains the available programs offered at our school and temporarily places the student in either an ESL/bilingual program. The LAB-R is administered to the student within ten days. If the child is eligible for ESL services, the parent is invited to view the Program Orientation DVD in the appropriate language explaining the ESL/Bilingual programs available to them.

After reviewing the Parent Survey and Program Selection forms for the past few years, the trend has been that parents are choosing the ESL program more than the bilingual program.

At P.S. 169 we have adapted several program models for instruction that are tailored to meet the linguistic, academic, and affective needs of our English Language Learners. The programs are:

A.) - Transitional Bilingual Education (TBE) or Early-Exit classes Spanish and Chinese:

- Begins in our Kindergarten bilingual classes and continues to Grade 4.
- The students' first language is used for instruction while helping them gain oral proficiency in English.
- Math and Science are taught using E.S.L. methodology and techniques.
- Bilingual teachers use the native language for support in all subject areas. Native language instruction is utilized more readily in K-2 bilingual classrooms and less in upper grades 3 and 4. (utilizing mainly the preview, view, and review technique in presenting lessons) However, all bilingual teachers teach Math and Science in English.

B.) – Newcomers:

- Our newcomer 'push-in' program is designed to help ELLs with limited literacy skills and to develop students' linguistic and academic skills necessary to participate in existing programs for ELLs. Specialized instruction promoting English proficiency exists for all the newcomers in grades 3-5 and they receive these services for only one to two years. We structure our newcomers in a variety of ways:
- Four bilingual paraprofessionals, two interim service paraprofessionals (work with students with IEP's), two bilingual pupil service interns and one Chinese bilingual teacher push-in to bilingual and / or classrooms servicing students in small groups. These small groups also include newcomers that may be in monolingual classes' grades 2 to 5 who need extra support. Two licensed E.S.L. teachers (of the pull-out program, see A-IV) also push-in to classrooms with large numbers of newcomers.

C.) - English as a Second Language (self-contained classes):

- Seek to promote English Language proficiency and mastery of content at the same time. Content area curricula are integrated with language objectives.
- ELLs receive explicit supplemental language instruction in all content areas.

D.) - English as a Second Language 'Pull-out' program:

Our E.S.L. 'Pull-out' program targets ELL students currently in monolingual classes in Grades K-5. Students are pulled out daily from their classroom settings for intense small-group E.S.L. instruction addressing the four language modalities; listening, speaking, reading, and writing. In addition to using standardized exam results such as the ELA and NYSESLAT, we conduct ongoing assessments to help identify each student's English language acquisition skills / proficiency, thus differentiating instruction based on individual needs and strengths. Our goal is to effectively move the students along the language acquisition levels, to help students achieve academic success in an all-English classroom setting.

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

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

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

In Grades 3 through 5 mostly newly identified ELLs and ELL students who received a Beginners or Intermediate NYSESLAT score in the spring 2009 remain in a bilingual self-contained or free standing ESL class. All other ELL students who receive an Advanced score in the NYSESLAT have one or more years in NYC public school system are assigned to a monolingual general education class

and receive ESL as a 'pull-out' service. ELLs identified as having special needs are rendered services according to their IEP. These services are provided by a Special Ed. / Bilingual licensed Teacher.

➤ ESL Self-Contained Classes:

ESL teachers in E.S.L. self-contained classes teach all content areas through E.S.L. methods 100%.

Newcomers:

Newcomer ELLs receive English Language Instruction a maximum of 360 minutes as do newcomers in Bilingual and / or ELLs ('push-in' and 'pull-out') programs.

All ELL students who are not newcomers and score intermediate or advanced on the NYSESLAT also receive 'push-in' or 'pull-out' services and receive a minimum of 180 minutes a day depending upon their proficiency level.

Content area instruction is delivered in a variety of ways:

- Math and Science instruction is delivered consistently in English using E.S.L. methodology in Grades K-5 in all bilingual and E.S.L. self-contained classrooms. Hands-on activities are provided to reinforced concepts and build vocabulary.
- E.S.L. instruction is integrated with subject matter instruction in both Math and Science. This type of content-based E.S.L. is based on instruction that is meaningful and understandable to the ELL. Multiple visuals such as graphics, manipulatives, and other hands-on materials are used to clarify and reinforce meaning in Math and Science instruction.
- Content-based E.S.L. is also utilized as a method of instruction in all E.S.L. self-contained and 'push-in' / 'push-out' programs. All E.S.L. teachers receive each grade's curriculum maps and align their instruction to topics, concepts, and ideas found in the content areas of each grade's curriculum. Emphasis is also placed on teaching vocabulary in context. The integration of all four language modalities are used to teach in all the content areas regardless of the proficiency level of the student.
- Native language instruction in bilingual classrooms is used in teaching Spanish Language Arts through Social Studies, music, art, and poetry.

All bilingual and E.S.L. teachers use a Balanced Literacy approach (reading and writing) for instruction. A repertoire of teaching strategies and a variety of instruct activities are utilized in all classrooms. Differentiated instruction is provided for all subgroups (:SIFE, ELLs in the U.S. less than 3 years, ELLs receiving service 4-6 years, long-term ELLs and special needs ELLs) in several ways. All ELLs in the above-mentioned subgroups:

- Attend one or more additional services through participation in before school and after school programs, clubs, and Saturday Academy sessions.

- Receive at-risk intervention services in resource room, physical/occupational therapy and / or speech therapy, counseling and / or academic intervention (reading / math).
- Work on theme-oriented and / or short or long term projects in social studies.
- Participate in school's library and technology programs such as: Imagine Learning and Learning Village.
- Receive consistent assessments throughout the school year such as: Acuity tests, DRA, Running Records (Math and ELA) and informal classroom tests in order to plan specifically to these students' needs.
- Are discussed at pupil inquiry and at academic intervention service meetings to plan specifically to these students' needs and receive information or feedback from parents, as well.
- Receive daily guided reading and remediation services and / or enrichment instruction to support these students in moving one level growth in all subject areas.

At P.S. 169 we pride ourselves on our home school policy. We believe that it more than adequately meets the needs of our children and their parents; specifically we run frequent parent workshops (twice per month.) These workshops may be general to all or specific to our ELL population. Topics include:

- Child Development Seminars
- How to read and write with your children
- Supporting skill development in our children
- Supporting children in all city and state exams

Our school partners with Community Based Organizations such as:

- Virtual Y
- Project Reach Youth
- Lutheran Medical Center
- City English
- Health Plus
- Brooklyn Chinese American Association
- Center for Family Life
- Children of the City

- Sunset Park Afterschool Program
- Light of Love

Our CBO's provide services for parents that are specific to their needs for example, ESL classes for adult. GED preps, computer skills and a college prep program. We also provide counseling help to parents on site or by referral to social work agencies. Twice each month we present parent videos on the different ELL programs available.

When parents first bring their children to us we follow an intake policy. This identifies language or other needs of families. These needs are then referred to our Parents Coordinators who takes a hands-on approach to help each individual family. After a new school year begins we also circulate a comprehensive parent survey to further identify any other parent needs.

We actually recruit parents to our school leadership team so they are involved in school decision making process. We have on staff one associate and one assistant family worker. These workers help in servicing the parents and are valuable translators for the Chinese and Spanish languages. All communications for parents are published in English, Spanish and Chinese; these being our major populations.

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

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

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

- Test Prep/NYSESLAT
- ESL methodology
- Language Allocation Policy
- AVENUES Program

- IMAGINE LEARNING Program
- After-School Professional Study Groups – Books utilized were:
 - ✓ Learning to Learn in a Second Language (P. Gibbons)
 - ✓ Mathematics for ESL Student

**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 CFN/ Grapevine	District 15	School Number 169	School Name Sunset Park
Principal Ms. Josephine Santiago		Assistant Principal Dr. Deborah Norat	
Coach ESL Liaison, Yesenia Caccamo		Coach Suzanne Nunziata	
Teacher/Subject Area Ms. Lopez, Bilingual Teacher		Guidance Counselor Lorraine Rivera	
Teacher/Subject Area Cynthia Rosado, Common Branch		Parent Ilene Han	
Teacher/Subject Area Ms. Rebutti, ESL Teacher		Parent Coordinator Julie Candelaria	
Related Service Provider Sonia Tulier		Other Cynthia Felix	
Network Leader Margarita Nell		Other	

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	10	Number of Certified Bilingual Teachers	13	Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions	2	Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	1350	Total Number of ELLs	540	ELLs as Share of Total Student Population (%)	40.00%
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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.

The steps followed for the initial identification for students who may possibly be ELLs are:

During enrollment, each parent/guardian is given a school registration packet. Once completed, the pupil account secretary checks the packet to verify if all necessary documentations are enclosed and the forms are filled out accurately. Once completed, it is given to an administrator (principal and/or assistant principal) to review thoroughly. The administrator evaluates the Home Language Identification Survey (HLIS) and conducts an informal oral interview with the parent and child in English or in their native language if needed, (due to our school's demographics, we currently have Spanish, Chinese and Arabic translators). If the HLIS indicates that the child uses a language other than English at home, she/he is administered the Language Assessment Battery-Revised (LAB-R) by either our licensed ESL and/or Spanish Bilingual pedagogues. Students are tested within ten days of enrollment. The result of the LAB-R determines if the child is entitled for ESL support services. If the child is eligible and their home language is Spanish, he/she is given the Spanish LAB as well.

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The structures that are in place at our school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL) are as follows:

During registration, while the informal oral interview is being conducted, the administrator (principal or assistant principal) informs the parent of our school's Bilingual and ESL programs. The Parent Survey and Program Selection form is thoroughly explained to ensure that parents understand their choices and thus make informed decisions.

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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 (60%:40% → 50%:50% → 75%:25%)	3	3	3	2	1									12
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	1	2	2	2	1	1								9
Push-In														0
Total	4	5	5	4	2	1	0	0	0	0	0	0	0	21

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	540	Newcomers (ELLs receiving service 0-3 years)	220	Special Education	79
SIFE	29	ELLs receiving service 4-6 years	112	Long-Term (completed 6 years)	100

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	227			11		6	3		3	241
Dual Language										0
ESL	207	10		85			7			299
Total	434	10	0	96	0	6	10	0	3	540

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	20	25	45	28	25									143
Chinese	50	60	53	28										191

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	0												0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	70	85	98	56	25	0	334							

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	17	2	12	22	18	12								83
Chinese	17	25	8	22	10	26								108
Russian														0
Bengali	3			1		1								5
Urdu			1			1								2
Arabic	1	1	1			2								5
Haitian														0
French														0
Korean														0
Punjabi														0
Polish				1		1								2
Albanian														0
Other						1								1
TOTAL	38	28	22	46	28	44	0	206						

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.

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Newcomers:

Newcomer ELLs receive English Language Instruction a maximum of 360 minutes as do newcomers in Bilingual and / or ELLs ('push-in' and 'pull-out') programs.

All ELL students who are not newcomers and score intermediate or advanced on the NYSESLAT also receive 'push-in' or 'pull-out' services and receive a minimum of 180 minutes a day depending upon their proficiency level.

Content area instruction is delivered in a variety of ways:

Ø Math and Science instruction is delivered consistently in English using E.S.L. methodology in Grades K-5 in all bilingual and E.S.L. self-contained classrooms. Hands-on activities are provided to reinforced concepts and build vocabulary.

Ø E.S.L. instruction is integrated with subject matter instruction in both Math and Science. This type of content-based E.S.L. is based on instruction that is meaningful and understandable to the ELL. Multiple visuals such as graphics, manipulatives, and other hands-on materials are used to clarify and reinforce meaning in Math and Science instruction.

Ø Content-based E.S.L. is also utilized as a method of instruction in all E.S.L. self-contained and 'push-in' / 'push-out' programs. All E.S.L. teachers receive each grade's curriculum maps and align their instruction to topics, concepts, and ideas found in the content areas of each grade's curriculum. Emphasis is also placed on teaching vocabulary in context. The integration of all four language modalities are used to teach in all the content areas regardless of the proficiency level of the student.

Ø Native language instruction in bilingual classrooms is used in teaching Spanish Language Arts through Social Studies, music, art, and poetry.

All bilingual and E.S.L. teachers use a Balanced Literacy approach (reading and writing) for instruction. A repertoire of teaching strategies and a variety of instruct activities are utilized in all classrooms. Differentiated instruction is provided for all subgroups (:SIFE, ELLs in the U.S. less than 3 years, ELLs receiving service 4-6 years, long-term ELLs and special needs ELLs) in several ways. All ELLs in the above-mentioned subgroups:

Ø Attend one or more additional services through participation in before school and after school programs, clubs, and Saturday Academy sessions.

Ø Receive at-risk intervention services in resource room, physical/occupational therapy and / or speech therapy, counseling and / or academic intervention (reading / math).

Ø Work on theme-oriented and / or short or long term projects in social studies.

Ø Participate in school's library and technology programs such as: Imagine Learning and Learning Village.

Ø Receive consistent assessments throughout the school year such as: Acuity tests, DRA, Running Records (Math and ELA) and informal classroom tests in order to plan specifically to these students' needs.

Ø Are discussed at pupil inquiry and at academic intervention service meetings to plan specifically to these students' needs and receive information or feedback from parents, as well.

Ø Receive daily guided reading and remediation services and / or enrichment instruction to support these students in moving one level growth in all subject areas.

Paste response to questions 1-4 here

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.

NLA Usage/Support	TBE
100%	

75%			
50%			
25%			
		Dual Language	
100%			
75%			
50%			
25%			
		Freestanding ESL	
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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?

P.S. 169 has 9 ESL classes, 4 Spanish bilingual classes, 9 Chinese bilingual classes and 1 Special Education Spanish Bilingual class. We currently have three licensed ESL teachers servicing ELLs that are in monolingual classes through our ESL pull-out model in grades 1-5. Three paraprofessionals service our ESL newcomers. The organizational models that we have in place are as follows:

Bilingual Classes (transitional)

In our bilingual classes Math and Science are taught using ESL methodology. Bilingual teachers integrate academic content and language learning in a manner that is sensitive to the linguistic and ethnic backgrounds of our bilingual students. The goal is to enable the

students to acquire academic language skills while mastering the content necessary for success in meeting standards. These classes use native language instruction for ELA. As we go up in the grades, less native language and more English is used for instruction in ELA. All Bilingual teachers have Bilingual Certification.

ESL Classes (self-contained)

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

ESL (Pull-out)

The ESL Pull-out program provides esl instruction for ELLs currently in monolingual classes from grades 1-5. The students are serviced daily by three licensed ESL providers in a small group setting. These providers conduct ongoing assessments to differentiate instruction based on different needs and strengths. The goal is to mainstream our upper grade (3-5) ELL students while providing academic language acquisition to achieve and sustain academic success in all English classroom setting.

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

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

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

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

P.S. 169 has Transitional Bilingual classes in Spanish/English and Chinese/English. Since students are admitted throughout the academic year at all grade levels, our LAP is designed to meet instructional needs/goals based on language acquisition levels not solely on grade levels. P.S. 169 offers ELLs native language instruction in Bilingual classes and as a support when needed in an ESL class/program. Native Language in an ESL class is only utilized strictly for ELLs who are in an early stage of language development. In general, content instruction is provided in the native language for ELLs in grades K-3 (see attached LAP policy). Most native language instruction is provided in language arts and in other subject areas (excluding math and science) which are taught in English using ESL methods and techniques in all bilingual and ESL classes/pull out program.

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

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

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

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

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

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

In September, when the LAB-R testing is completed and the Spring 2010 NYSESLAT scores are received, the Language Allocation Team meets to review the LAP and make adjustments to meet the needs of the ELL students by assigning ELL students to the most appropriate program.

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

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

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

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

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

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

ELL students receiving services for 4 to 6 years are offered Academic Intervention Services and extended day tutorials.

Extended day programs, Saturday Academy and/or clubs continue to implement standard work. (e.g. Sunset Program from 3:30 – 4:00 p.m. Monday – Thursday). They are as follows:

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

This extended time program will enhance vocabulary in the content areas as well as developing prior knowledge experiences through class

trips to the NY Hall of Science, NY Aquarium and museums. An assembly to celebrate cultural awareness, such as Chinese Acrobats will create opportunities for conversation with a common theme.

- **Saturday Academy**

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

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)?

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.

Bilingual and E.S.L. teachers are expected to follow the N.Y.S. Learning Standards for English as a Second Language and N.Y.S. Learning Standards for Native Language Arts. All of our ESL and Bilingual teachers are fully licensed and have completed and/or are continuing to complete graduate courses in bilingualism linguistics, language acquisition, and E.S.L. methodology. To further enhance our teachers' understanding of how to better implement and utilize effective developmental practices for ELLs, we provide and offer many on-site /off-site workshops and professional development. We hire substitute teachers on these days in order for ELL personnel to attend the following:

Off-site

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

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

- NYSESLAT data analysis /test-prep
- ESL methodologies /Language Acquisition Stages
- Language Allocation Policy
- AVENUES Program
- IMAGINE LEARNING ESL Software Program
- After-School Professional Study Groups
- Aussie Consultants / Mentoring program

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?

Paste response to questions 1-4 here

Parental involvement at P.S. 169 is an active component of our ELL instructional programs. This component consists of monthly parent workshops, parent participation on the School Leadership Team, monthly PTA meetings, and one-to-one meetings parents have with support service personnel, teachers, and administration based on the needs of our students. Letters, memos, and notifications are sent out in English, Spanish and Chinese on a consistent basis to keep parents abreast of present and future school wide events on relevant topics such as: health and attendance issues, upcoming workshops, meetings, and student / school related topics.

Home visits are also made on a consistent basis by our parent coordinator and/or family workers.

A full time Spanish bilingual parent coordinator and 2 full time Chinese-speaking family workers translate at all parent meetings and are available to discuss any issues parents may have concerning their child's education.

Collaboration and inclusion with many outside community organizations have been developed. The services and / or workshops these organizations have provided on and off site have been ongoing. Some of these organizations include Health Plus, 5th Avenue Committee, Alianza Hispana (Hispanic Alliance), and Lutheran Medical Center, Maimonides Medical Center, Sunset Park Alliance Club, the American Cancer Society, and the Virtual Y program.

Onsite parent workshops are conducted on topics such as: health issues, curriculum related topics, test prep, domestic violence and informational meetings about community services that are available to them.

Parents also assist on class trips and participate in school wide events such as Book Character Day, B.E.A.R. Day, and classroom literacy celebrations. Many parents also accompany their child to our yearly outing to see a Broadway play.

We have also received financial support from key local community officials and policymakers in extending our services to parents and our ELL students.

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)		32	9	3	4	5								53
Intermediate(I)		39	23	31	7	18								118
Advanced (A)		84	84	72	52	60								352

Total	0	155	116	106	63	83	0	0	0	0	0	0	0	523
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NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/SPEAKING	B	12	3	4	0	3								
	I	39	8	3	2	4								
	A	30	65	34	23	17								
	P	10	11	33	22	37								
READING/WRITING	B	34	9	7	0	4								
	I	30	25	30	6	20								
	A	14	27	33	40	36								
	P	13	28	3	1	1								

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	27	29	0	56
4	8	29	26	0	63
5	0	33	17	0	50
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	0		3		51		8		62
4	3		17		42		11		73
5	2		19		30		7		58
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	6		14		40		14		74
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	35		18		87		21		161
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)								

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

Part VI: LAP Assurances

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?

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		