



THE NOSTRAND SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

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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).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

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
Phyllis Corbin	*Principal or Designee	
Steven Blum	*UFT Chapter Chairperson or Designee	
Delroy Hazlewood	*PA/PTA President or Designated Co-President	
Selene Gonzalez	Title I Parent Representative	
Pamela Walker	DC 37 Representative, if applicable	
Regina Mitchell	CBO - CAMBA/BEACON	
Cheryldine Rodriguez	Parent – Grade 4	
Malika Asare	Parent – Gifted and Talented	
Juliza Colon	Parent – Grade 3	
Annette Alvarado	Parent – Special Education	
Nancy Brenneisen	Teacher – Grade 5	
Deborah Delucia	Secretary – English Language Learners	
Lorraine Russo	Business Manager -	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

P.S. 269, The Nostrand School, is a Title I School-Wide Program, Beacon School located in the North Flatbush Section of Brooklyn.

P.S. 269 serves approximately 583 students in grades 3 through 5. This culturally enriched school community draws most of its students from Flatbush Gardens, formerly known as the Vandevier Estates, a multi dwelling middle/ low income apartment complex. The majority of our students are of Caribbean descent, representing Jamaica, Trinidad/Tobago, Guyana and Haiti. P.S. 269 is the receiving school for P.S. 361, (K-2) from which we receive the majority of our grade three students. The school consists of 23 classes, primarily heterogeneously grouped, including three Eagle, (Gifted and Talented), three inclusion classes and three self-contained Special Education Classes.

What the school does well:

The school has developed and begun to use a sophisticated reporting system that breaks down data into groups and sub-groups of interest to the school.

- **There is a culture of data collection and analysis throughout the school which is emphasized in professional development planning.**
- **Strong leadership by the principal, ably assisted by the cabinet, ensures clear and consistent procedures are followed by staff, students and parents.**
- **Consistently high expectations by managers, staff, students and parents of themselves and each other have resulted in rising levels of achievement.**
- **Differentiation is integrated across the school in teaching and learning in and out of classrooms.**
- **Personal and youth development is emphasized, leading to increased levels of self-esteem and respect for others.**
- **High levels of collaboration across the school have resulted in the sharing of good practice and assisted the school-wide drive for improvement.**
- **Students are polite and respectful and demonstrate high levels of enjoyment of and enthusiasm for learning.**

The Nostrand School has the following outstanding Enrichment/Intervention programs:

ALTERNATIVE/SPINS - (A substance prevention program.) The Alternative/SPINS program provides prevention lessons, small group discussions for students assessed at risk, and

- on-going clinical counseling groups. The alcohol prevention lessons are facilitated by Substance Abuse Prevention and Intervention Specialists (SAPIS)
- **CAMBA/BEACON** - The Beacon Program, a school-based community center responds to the needs of the school and the surrounding community by providing high quality youth and community development services. It operates year-round, including school breaks and summer breaks and offers free services during evenings and weekends for youth and their families. Beacon also provides access to the following: SAT prep, GED programs, recreational and cultural programs, career development, substance abuse prevention education, immigration assistance, tax preparation assistance, parenting programs, counseling and supportive services and. As a Beacon School we have worked collaboratively for many years through Church Avenue Merchants Block Association (CAMBA), a community-based organization.
- **generationOn/** – Year of Service promotes hands-on youth volunteering and giving programs that teach and instill the value of community involvement and civic engagement; incorporates *youth voice* in volunteer projects and encourages employees to work side-by-side with students. This program empowers students to discover their power and potential to become agents of positive change.
- **New York Road Runners Foundation** – Assists in establishing running-based programs that promote children’s physical fitness, character development and personal achievement. The *Mighty Milers Fitness Fundraiser* is a tremendously successful alternative to candy or bake sales. This year we will participate in our 2nd Annual Mighty Milers Fun Run in March
- **Common Cents** – Winner of the Penny Harvest - *School of Excellence Award*
- **Music Outreach- Learning through Music Inc.**
- **RESOLVING CONFLICT CREATIVELY PROGRAM (RCCP)** - designed to educate young people in inter-cultural understanding and creative non-violent approaches to conflict. The program will provide on-going staff development, peer mediation training for students and “Peace in the Family” parent workshops. The facilitators will assist in planning and implementing the RCCP curriculum as the school moves toward a more peaceable school community.

We have a number of current and planned programs that we believe will continue to help improve overall student achievement:

LITERACY:

- ***Balanced Literacy*** - In order to meet state and city standards, our classes are currently implementing a Balanced Literacy approach. Specifically the school has developed a literacy

program that incorporates the six components of reading; (1) Phonemic awareness; (2) Word recognition including phonics, (3) Background knowledge and vocabulary; (4) Fluency; (5) Comprehension; (6) Motivation to read.

Reading First – Reading First is part of the No Child Left Behind (NCLB) legislation. Its purpose is to ensure that all children learn to read well by the end of third grade. It includes explicit and systematic instruction in the five essential components of reading instruction (**Phonetic awareness, Phonics, Vocabulary development, Fluency, Comprehension**). While the program is no longer funded, we will continue to use it,

MATHEMATICS:

- **Everyday Mathematics 3rd Edition** is the primary vehicle for math instruction in the school. It is accomplished during a 75-minute block for all grades. Current strategies for improving instruction and student performance in math include the infusion of the Balanced Literacy approach into the math curriculum (i.e. mini and guided lessons, shared reading, independent activities). This will help children group and apply new concepts. The integration of computers will enhance math inquiry and application by students. The school will actively participate in math contests and challenges both at the district and city levels (i.e. Game 24 and 100 Day activities). Parents, teachers and students will be participating in Family Math Night as well as parent workshops.

SCIENCE

- The purpose and focus of science education at P.S. 269 is to offer all students ways to understand, make predictions about, and adapt to an increasingly complex scientific and technological world. Students are given opportunities to model scientists' methods of investigation through a "hands-on" workshop model, inquiry based approach that incorporates scientific thinking processes. In order to improve students' knowledge of science concepts and instruction, we have aligned our program with State and City standards, and are utilizing **Harcourt Science Textbook** and FOSS Kits to support instructions on all grades.

SOCIAL STUDIES –

- P.S. 269 will continue to follow the New York State core curriculum for Social Studies. To provide students with a higher level of understanding of basic concepts, the primary focus of the social studies instructional program will be on authentic research. We are utilizing **Harcourt Social Studies Textbook**.

LIBRARY MEDIA CENTER:

Our library houses over 8,000 books including the children's library and a teachers' resource library. We have 24 computers that have Internet access. The library maintains a flexible schedule so classes can visit. Individual students may visit the library during Open Access time.

TECHNOLOGY:

Technology is incorporated into the curriculum in several ways. Computers are in each classroom, The Technology Lab, the teacher resource room and the Library Media Center. All the classrooms

have Internet access. Through a RESO A grant we have a new state of the art Technology Lab and Smartboards in all Grade 5 classes, the Eagle classes and two rooms that support small group instruction

INTERVENTION SERVICES

Academic Intervention Services are provided to meet the needs of all students who require additional assistance to meet the State standards in ELA, mathematics, and science. Intensive guidance and support services are provided to assist students who are experiencing affective-domain issues that are impacting on their ability to achieve academically. We have the following push in/pull-out programs for targeted students who fail to meet the promotional criteria as specified in the New York City Board of Education Promotional Policy:

- **WILSON READING PROGRAM**
- **NEW HEIGHTS PROGRAM**
- **PUPIL PERSONNEL COMMITTEE**
- **SPECIAL EDUCATION SERVICES**
- **TITLE I SCHOOL WIDE PROGRAMS (SWP) – Reading/Math**
- **SCIENCE - push-in/pull-out**
- **LEAP FROG**
- **TICKET TO READ**

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

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. 269 Nostrand								
District:	22	DBN:	22K269	School BEDS Code:	332200010269				
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 :					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		93.9	94.8	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability - % of Enrollment :					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	176	173	199		92.2	90.9	TBD		
Grade 4	173	176	170						
Grade 5	189	172	187	Poverty Rate - % of Enrollment :					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		81.6	81.6	92.9		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing - Total Number :					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		9	25	TBD		
Grade 12	0	0	0						
Ungraded	0	0	0	Recent Immigrants - Total Number :					
Total	538	521	556	(As of October 31)	2007-08	2008-09	2009-10		
					14	5	10		
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-Contained Classes	11	12	16	Principal Suspensions	7	1	TBD		
# in Collaborative Team Teaching (CTT) Classes	30	31	30	Superintendent Suspensions	1	0	TBD		
Number all others	30	38	40						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				(As of October 31)	2007-08	2008-09	2009-10		
				CTE Program Participants	0	0	0		
				Early College HS Program Participants	0	0	0		
English Language Learners (ELL) Enrollment:				Number of Staff - Includes all full-time staff:					
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10		
(As of October 31)	2007-08	2008-09	2009-10						
# in Transitional Bilingual Classes	0	0	0	Number of Teachers	46	44	TBD		
# in Dual Lang. Programs	0	0	0						
# receiving ESL services only	59	57	60						

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	1	7	9	Number of Administrators and Other Professionals	8	8	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	3	5	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	76.1	84.1	TBD
				% more than 5 years teaching anywhere	73.9	75.0	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)	91.0	93.0	TBD
American Indian or Alaska Native	0.4	0.4	0.0		96.7	100.0	TBD
Black or African American	90.3	88.7	87.6				
Hispanic or Latino	6.0	7.1	8.8				
Asian or Native Hawaiian/Other Pacific Isl.	2.0	1.5	1.1				
White	1.3	2.3	2.5				
Male	48.3	48.8	52.9				
Female	51.7	51.2	47.1				
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/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	<u>Phase</u>				<u>Category</u>		
	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:	X			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	√sh	√					
Limited English Proficient	X	√	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	5	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:	73.2			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	13.5			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:	17.7			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	39.7						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	2.3						
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?
-

The Needs Assessment was conducted using a variety of methods to review the school programs and their impact on school achievement. The School Leadership Team (SLT) reviewed the Learning Environment Survey, Annual School Report Card, Average Yearly Progress Report (AYP) and staff/ parent surveys. In addition, we looked at test scores, student and staff attendance rates and the latest nyStart reports. The School Report Card, the Learning Environment Survey, ARIS, the Compliance Report and the Inquiry Team findings [Performance Index Gains Report] were distributed to parents and staff members of our educational community. All Staff (teachers, coaches, and administrators) received copies at a professional development conference, and were grouped by grade in order to discuss, interpret and disaggregate the data. Each group included a special education and ESL teacher. Using all available information [i.e. STOPLIGHT/HIGHLIGHT Item Analysis] and ARIS teachers examined their class and individual student's achievement data and then compared it to the data for their grade and the specific instructional needs of individual students and then established preliminary groups for academic intervention services. Each working group recorded their findings and the staff conference ended with each group sharing its results.

The findings were categorized and reviewed at a School Leadership Team meeting, and reported to the parents at an open and advertised Parents' Association Meeting.

Data Analysis

[Aids/Barriers] Our students continue to be plagued by violence, drug related crime and abuse. In spite of this, we are committed to improving student achievement and instructional practices. Students and many more parents are participating in setting achievable targets that are incremental, measurable and time limited.

[Trends, Gains, Accomplishments]

- A review of reading and math achievement data for the 2006-2009 indicated a downward trend out of Level 1 in all grades. A review of math achievement data also indicated an upward trend. However, this year's results indicated a significant change in the trend established in the previous years. ELA – 33% of students are level 3 and 4 [32% decrease from last year]
Math – 38% of students are level 3 and 4 [42% decrease from last year]

- In ELA the percentage of students resulted in the following:
 - Level 4 remained the same [3%] and showed no increase or decrease from last year
 - Level 3 decreased by 33% from last year.
 - Level 2 increased by 18% from last year
 - Level 1 increased by 15% from last year
- In Math the percentage of students resulted in the following:
 - Level 4 decreased by 8% from last year
 - Level 3 decreased by 35% from last year.
 - Level 2 increased by 29% from last year
 - Level 1 increased by 13% from last year

As a result, our school moved from an A School to a C School on our 2010 Progress Report

SCIENCE

- Scores in Level 4 decreased by 7%
- Scores in Level 3 decreased by 12%
- Scores in Level 2 increased by 11%
- Scores in Level 1 increased by 8%

SOCIAL STUDIES

- Scores in Level 4 decreased by 5%
- Scores in Level 3 increased by 11%
- Scores in Level 2 decreased by 5%
- Scores in Level 1 decreased by 1%

An analysis of the findings resulted in the following priorities:

- Improving student achievement in core subject areas (ELA, Math, Social Studies and Science) for all students (special education and ELLs)
- Provide professional development in scientific researched best practice
- Develop lesson plans based on analysis of student data
- Improving students performance in Literacy with an emphasis on improving writing
- Emphasis on increasing proficiency for Level 3/Level 4 students
- Improving student performance in Mathematics with an emphasis on problem solving and critical thinking
- Improving student performance in Mathematics for all students with special needs
- Improvement of teacher practice through targeted inquiry team work **[SBO/Grade Teams, Curriculum Mapping Team, PD Team Inquiry and Content Area Team]**
- We will continue our collaboration with our Feeder School P.S. 361. Both schools collaborate for Professional Development and Parent Involvement
- Integration our School wide Conflict Resolution in all curriculum areas

Increased Professional Development:

- In reading, language arts, vocabulary and spelling
- In Writing Workshop Model
- For the special education teachers in aligning the curriculum and best meeting the needs of the special needs population.

- Strategies to meet the needs of English Language Learners
- Enrichment and acceleration using differentiated instruction [ie.Renzulli Learning]
- Developing rigorous instruction

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.

1. LITERACY

By June 2011, there will be a 3% increase in the number of all tested students (Grades 3-5) making 1+ years progress as measured by the 2011 State ELA Exam.

- 1.1 To meet the needs of our levels 1 and 2 students, we will continue to implement the Reading First Program on Grade 3. We have seen a significant increase in the number of level 3 students articulating to 6th grade using this program.
- 1.2 In an effort to move a significant number of students from level 2 to levels 3 and 4, we will continue to implement the Writing workshop Model for instruction.

Checkpoint: By the end of the second marking period [MOY], 20% of all tested students will have made 6 months progress as measured by a variety of assessments including Performance Series, Acuity, Fountas and Pinnell and Options

2. MATHEMATICS

By June 2011, there will be a 3% increase in the number of all tested students (Grades 3-5) making 1+ years progress as measured by the 2011 State Math Exam.

- 2.1 Current strategies for improving instruction and student performance in math include the infusion of the Balanced Literacy approach into the math curriculum (i.e. mini and guided lessons, shared reading, independent activities). This will help children group and apply new concepts. The integration of computers will enhance math inquiry and application by students. The school will actively participate in math contests and challenges both at the district and city levels (i.e. Game 24 and 100 Day activities). Parents, teachers and students will be participating in Family Math Night as well as parent workshops.
- 2.2 The Math Resource teacher will conduct pull out and/or in-class small group instruction as an AIS that will be utilized to improve the math scores of Level 1 and Level 2 students in Grades 3-5.

Checkpoint: By the end of the second marking period [MOY], 20% of all tested students will have made 6 months progress as measured by a variety of assessments including Performance Series, Acuity, and Options

3. SCIENCE

By June 2011, all tested students will show a 3% improvement in their comprehension of scientific methodologies as measured by the 2011 New York State Science exam.

- 3.1 Students in Grades 3-5 will use a new Inquiry Based Science program. We will continue to have a Science cluster teacher on staff for next year in order to supplement instruction outside of the classroom as well as providing for additional instruction time scheduled for Science in the 2010-2010 school year. There will be an integration of Balanced Literacy into the program by introducing non-fiction literature in order to enhance reading/writing in all content areas (promotes comprehension of word problems, maintaining a Science Journal).

Checkpoint: By the end of the second marking period [MOY], 20% of all tested students will have made 6 months progress as measured by Harcourt Unit Tests and the New York State Science exam

4. WRITING

By June 2011, there will be a 3% increase in the number of all tested students (Grades 3-5) making 1+ years progress as measured by the 2011 State ELA Exam, published work and Schoolwide Content Area Projects.

4.1 Teachers will Continue to:

Implement the Writing Workshop Model

Use non-fiction text through the literacy component to integrate social studies science, history, economics, civic awareness etc..

Integrate Research skills.

Teach through thematic units.

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): Literacy

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, there will be a 3% increase in the number of all tested students (Grades 3-5) making 1+ years progress as measured by the 2011 State ELA Exam.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Students will use: graphic organizers, listening centers, computers/multi-media equipment and classroom libraries.</p> <p>Participate in: studying a variety of genres, reading a minimum of 25 books in a variety of genres, shared, guided and independent reading, literature circles, diagnostic-prescriptive instruction/learning, document-based questions (DBQ) exercises, read-alouds, author studies, word studies/spelling to increase vocabulary, weekly ELA test preparation, Reading Is Fundamental (RIF), Annual Storytelling Contest, Poetry Slam, Reading Resource, small group instruction (push-in/pull-out), flexible grouping, SETSS, ELL, continuation of the Wilson program, Passport Voyager, Leap Frog, New Heights Homework Help, School Book Fair, maintaining reading logs, Principal’s book Club (Grade 5 Enrichment).</p> <p>Responsible Staff Members: Resources: AIS Teacher [Tax Levy] , 1 Literacy Coach/Data specialist [SWP Title I, Title I ARRA Reading First Coach [SWP Title I, Contract for Excellence} Library Media Specialist [Title I] ESL Teacher [Tax Levy, 1 Assistant Principal SWP Title I, Tax levy, 1 SETSS Teacher [Tax Levy], Parent Coordinator [Tax Levy], Classroom Teachers [Tax Levy]</p> <p>Timeline: Formative data is used in the following ways: Baseline assessments are used to establish long/short term goals that target improving student achievement. Options Reading and Math, WRAP Running Records and Performance Series (ELA and Math) are administered.</p>

	<p>The collection/analysis is reported as follows: Beginning of the Year [BOY] September - November Middle of the Year [MOY] December - February End of Year [EOY] March - June</p> <p>Benchmarks are established for each assessment and students are categorized as <u>Intensive</u>, <u>Strategic</u> and <u>Benchmark</u>. Progress Monitoring is done on an as needed basis for the intensive and strategic students. The following Formative data is also used to determine student progress</p> <ul style="list-style-type: none"> • Everyday Math Unit and Chapter Tests • Harcourt Science Unit and Chapter Tests • Harcourt Social Studies Unit and Chapter Tests • <i>Making Meaning</i> Unit Tests • Grade 3 End of Selection Tests (Harcourt Trophies) • Teacher-made tests <p>Professional Development: Differentiated Instruction, Writing Workshop Staff Development, Renzulli Learning system, Performance Series, SMART Goals, Teachers' College – Reading/Writing workshop, Data Inquiry, protocols for looking at student work, staff development days, monthly faculty conferences, inter-visitations, diagnostic-prescriptive teaching methods, regularly scheduled service providers (i.e. SETSS personnel) meetings.</p> <p>Inquiry Teams: Provide training and support in Acuity/Performance Series [lessons, tests and item analysis] and ARIS. Share findings with school community [Elementary School Report Target Review, Data boards]</p> <p>Parent Involvement: Reading at home, ELA and Performance Series parent workshops, Learning Leaders. Family Reading Night, Family Reading Breakfast, Open School Class visits</p>
<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>	<p>Resources: AIS Teacher [Tax Levy] , 1 Literacy Coach/Data specialist [SWP Title I, Title I ARRA Reading First Coach [SWP Title I, Contract for Excellence} Library Media Specialist [Title I] ESL Teacher [Tax Levy, 1 Assistant Principal SWP Title I, Tax levy, 1 SETSS Teacher [Tax Levy], Parent Coordinator [Tax Levy], Classroom Teachers [Tax Levy]</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>ELA Grade 3-5 Acuity, Performance Series, Options, Gains Reports, STOPLIGHT/HIGHLIGHT Item Analysis, Running Records [Quarterly], classroom performance, teacher evaluations (monthly)., Reading First Progress Monitoring, Monthly Writing Workshop Assignments NY State ELA</p>

Subject/Area (where relevant): MATHEMATICS

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, there will be a 3% increase in the number of all tested students (Grades 3-5) making 1+ years progress as measured by the 2011 State Math Exam.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Students will use: various supplemental materials (i.e. Test Ready, Omni), computer/ grade appropriate software, manipulatives/hands-on activities, Everyday Mathematics Text, EDM Games</p> <p>Participate in: Math Workshop - multi-step problem solving, independent activities, the Problem of the Day, Math Centers, Family Math Night, literature as an integration of language arts and math (problem solving), Math Resource Lab, small group (push-in/pull-out), whole group instruction, participate in diagnostic-prescriptive instruction/learning, Homework Help, Game 24, St. Jude’s Mathathon, Penny Harvest, Hundred Day Projects, <i>Math Madness Month</i>,</p> <p>Responsible Staff Members: Resources: AIS Teacher [Tax Levy] , 1 Literacy Coach/Data specialist [SWP Title I, Title I ARRA Reading First Coach [SWP Title I, Contract for Excellence} Library Media Specialist [Title I] ESL Teacher [Tax Levy, 1 Assistant Principal SWP Title I, Tax levy, 1 SETSS Teacher [Tax Levy], Parent Coordinator [Tax Levy], Classroom Teachers [Tax Levy]</p> <p>Timeline: Formative data is used in the following ways: Baseline assessments are used to establish long/short term goals that target improving student achievement. Options Reading and Math and Performance Series (ELA and Math) are administered. The collection/analysis is reported as follows: Beginning of the Year [BOY] September - November Middle of the Year [MOY]December - February End of Year [EOY] March - June Benchmarks are established for each assessment and students are categorized as <u>Intensive</u>, <u>Strategic</u> and <u>Benchmark</u>. Progress Monitoring is done on an as needed basis for the intensive and strategic students. The following Formative data is also used to determine student progress</p> <ul style="list-style-type: none"> • Everyday Math Unit and Chapter Tests

	<ul style="list-style-type: none"> • Harcourt Science Unit and Chapter Tests • Harcourt Social Studies Unit and Chapter Tests • <i>Making Meaning</i> Unit Tests • Grade 3 End of Selection Tests (Harcourt Trophies) • Teacher-made tests <p>Professional Development: Everyday Math (Grade 3-5), State Math Item Analysis Grade conference, Staff development days, monthly faculty conferences, intervisitations, diagnostic-prescriptive teaching methods, Looking at Student Work.</p> <p>Inquiry Teams; Provide training and support in Acuity/Performance Series [lessons, tests and item analysis] and ARIS. Share findings with school community [Elementary School Report Target Review , Gains Reports, Data Boards]</p> <p>Parent Involvement: Family Math Night, Parent Math workshops, Performance Series Parent Workshop</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Resources: 1 Full-time Math AIS Teacher [SWP Title I], 1 Math Cluster Teacher {Tax Levy, materials Learning Leaders Classroom Teachers [Tax Levy] Title I Parent Involvement [Tax Levy] ESL Teacher [Tax Levy, 1 Assistant Principal SWP Title I, Tax levy, 1 SETSS Teacher [Tax Levy], Parent Coordinator [Tax Levy], materials</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Mathematics (Grade 3- 5) Acuity, Performance Series, Options Gains Reports, STOPLIGHT/HIGHLIGHT Item Analysis, teacher evaluation/classroom evaluation- monthly. Everyday Math Unit Tests NYS Math Exam</p>

Subject/Area (where relevant): SCIENCE

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, all tested students will show a 3% improvement in their comprehension of scientific methodologies as measured by the 2009 New York State Science exam.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Students will use: science learning centers and computers/software/Internet to observe, record, analyze, interpret, hypothesize test data and draw conclusions (scientific method), participate in: reading non-fiction literature linking science and literacy, Physical and Life/Environmental science components and projects, cooperative learning groups, small group instruction (i.e. push-in / pull-out)*, intensive test taking, Homework Help, class trips , school-wide Science Fair, journals, grade appropriate hands-on activities</p> <p>Responsible Staff Members 1 Science Cluster Teacher [Tax Levy], Materials Classroom Teachers [Tax Levy] Title I Parent Involvement ESL Teacher [Tax Levy, 1 Assistant Principal SWP Title I, Tax levy, 1 SETSS Teacher [Tax Levy], Parent Coordinator [Tax Levy]</p> <p>Timeline Baseline assessments are used to establish long/short term goals that target improving student achievement. Harcourt Science Unit tests and teacher made tests will be administered. The collection/analysis is reported as follows: Beginning of the Year [BOY] September - November Middle of the Year [MOY]December - February End of Year [EOY] March - June</p> <p>Professional Development: workshops, inter-visitations, modeling, Grade Conferences</p> <p>Parent Involvement: workshops, Family Science Night, Super Science Wednesdays, Learning Leaders</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Resources: 1 Science Cluster Teacher [Tax Levy], Materials Classroom Teachers [Tax Levy] Title I Parent Involvement ESL Teacher [Tax Levy, 1 Assistant Principal SWP Title I, Tax levy, 1 SETSS Teacher [Tax Levy], Parent Coordinator [Tax Levy]</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Portfolio assessments, FOSS assessments, teacher evaluation- bi-monthly, unit exams, journals, Science Fair, projects. NY State Science Exam</p>
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Subject/Area (where relevant): WRITING

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, there will be a 3% increase in the number of all tested students (Grades 3-5) making 1+ years progress as measured by the 2011 State ELA Exam, published work and Schoolwide Content Area Projects.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Students will: use classroom writing centers, library, technology lab (computers/software/Internet), Renzulli Learning Systems, Writing Process [editing, revising, publishing], writing conferences [peer to peer, student to teacher], Publishing Parties, Writing Celebrations, Class Newsletter Writing Write for a purpose [persuasive letters, literary essays, personal narratives, memoirs, How To/Procedural]</p> <p>Responsible Staff Members Classroom teachers [Tax Levy], Resources: AIS Teacher [Tax Levy] , 1 Literacy Coach/Data specialist [SWP Title I, Title I ARRA Reading First Coach [SWP Title I, Contract for Excellence} Library Media Specialist [Title I] ESL Teacher [Tax Levy, 1 Assistant Principal SWP Title I, Tax levy, 1 SETSS Teacher [Tax Levy], Parent Coordinator [Tax Levy],</p> <p>Timeline: Monthly writing assignments will be given using the TC Writing pacing Calendar</p> <p>Professional Development: workshops, inter-visitations, Interdisciplinary Collaborations, Network PD Support using the Writing Workshop Model and Writing Centers</p> <p>Parent Involvement: Learning Leaders, class trips, multi-cultural presentations, Black History/Multicultural Galleries</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Resources: Classroom teachers [Tax Levy], Resources: AIS Teacher [Tax Levy] , 1 Literacy Coach/Data specialist [SWP Title I, Title I ARRA Reading First Coach [SWP Title I, Contract for Excellence} Library Media Specialist [Title I] ESL Teacher [Tax Levy, 1 Assistant Principal SWP Title I, Tax levy, 1 SETSS Teacher [Tax Levy], Parent Coordinator [Tax Levy],</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>On-going informal/formal teacher assessments, individual journals, portfolio assessments -bi-monthly, projects, case studies, Writing Celebrations</p>

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			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3	14	14	N/A	N/A	15	15	4	
4	22	22	22	22	20	14	3	
5	16	16	16	16	15	13	3	
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

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>The reading teachers pushed-in/pulled-out to select classes on grades 3,4 and 5 targeting the lowest achieving and at risk students with small group instruction in collaboration with the classroom teacher.</p> <ul style="list-style-type: none"> • WILSON READING PROGRAM (AIS) – the Orton-Gillingham based, multi-modality reading program focusing on decoding skills including encoding, spelling, writing, and comprehension. This program serves general education, special education, and ELL students. This approach is scientifically based and is implemented by a full-time Wilson trained teacher, our SETTS teacher, our CTT Wilson Trained teachers, and Literacy Coach. • NEW HEIGHTS PROGRAM (AIS) – Currently the school is implementing the New Heights Program (audio/tape) for children at risk in reading. Research on the New Heights program is exciting and shows reading growth of one year for children who use this program for a 10 week block. Indicative of the growing professionalism and competence of the school staff, the creator of the New Heights program, (and a representative of its publishing company), will be visiting P.S. 269 from New Zealand. They plan to get insights from the work that the school has put into implementing this program this year. • Leap Frog® - The Leap Track® system engages teachers and students in the learning process by providing formative assessment and differentiated instruction in key content areas, such as Reading, Mathematics, and Language Arts. Teachers can quickly and continuously assess students' skills, pinpoint areas for improvement, and create an individualized learning experience for every student. Students learn Reading, Math, and Language Arts skills through interactive, instructional content that is delivered on the unique, award winning Leap Pad® and Quantum Pad® personal learning tools (PLTs). • <i>Ticket to Read</i>® lets students practice important reading skills at school, home, or the library—anywhere they can access the Web. <ul style="list-style-type: none"> • Designed for K-6 students • Engages and motivates students in a Web-based environment • Builds phonics, fluency, vocabulary, comprehension and reading stamina • Offers multiple reading levels with hundreds of reading passages and activities • Develops early reading skills with phonics games • Includes support for native Spanish-speaking students as well as other English Language Learners • Embedded reward system motivates students to build virtual toys and decorate their personal reading space

Mathematics:	<p>The Math Resource Teacher pushed-in/pulled-out to select classes on Grades 3, 4 and 5 targeting the lowest achieving and at risk students through small group instruction in collaboration with the classroom teacher.</p> <p>The Math Resource teacher will conduct pull out and/or in-class small group instruction as an AIS that will be utilized to improve the math scores of Level 1 and Level 2 students in Grades 3-5. They will articulate with staff, present workshops, model lessons, and assist in lesson planning. Exchange of ideas between teachers through class inter-visitations will be initiated. We will continue to maintain a math resource room and a math lab for the up and coming year.</p>
Science:	<p>Service provided during the day by an AIS teacher:</p> <ul style="list-style-type: none"> • Targeting 4th Grade students in Levels 1 & 2 (1X/week for the school year) • Pull-out/push-in; Small group instruction
Social Studies:	<p>Service provided during the day by an AIS teacher or Renzulli Teacher:</p> <ul style="list-style-type: none"> • Targeting 4th/5th Grade students in Levels 1 & 2 (1X/week for the school year) • Pull-out/push-in; Small group instruction
At-risk Services Provided by the Guidance Counselor:	<p>General/Special Education Guidance Counselors provide at risk students support through the following:</p> <ul style="list-style-type: none"> • Small group/individual guidance sessions • Conflict resolution/anger management training • Follow-up meetings with students • Crisis intervention
At-risk Services Provided by the School Psychologist:	<p>ERSSA Counseling is provided during the school year by the psychologist through small group or individual sessions to at risk students displaying behavioral or emotional difficulties.</p>
At-risk Services Provided by the Social Worker:	<p>ERSSA Counseling is provided during the school year by the school social worker through small group or individual sessions to at risk students displaying behavioral or emotional difficulties.</p>
At-risk Health-related Services:	<p>Open Airways Program for children with asthma. H1N1 Information Sessions</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.

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) 3-5 **Number of Students to be Served:** 74 LEP 509 Non-LEP

Number of Teachers 4 **Other Staff (Specify)** 2 Paraprofessionals

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.

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.

Section III. Title III Budget

School: P.S. 269 BEDS Code: 332200010269

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$10,285	4 Teachers for Extended Day Mon-Thurs. 3:00-4:30 P.M. 49.72 x 30 sessions = 8,949.60 1 Teachers Assistant x 30 <u>sessions@28.98</u> per session = \$1304.10
Purchased services - High quality staff and curriculum development contracts.		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	1,211.00	Continental Press Empire State ELA Books 60@<u>\$11.55</u> each, 20 of each grade 3-5 = \$693.00, Total ELA Materials = \$693.10 Misc. Supplies for Ext. Day Program \$507.53
Educational Software (Object Code 199)	3,504	Ticket to Read Develops early reading skills with phonics games Engages and motivates students in a Web-based environment Builds phonics, fluency, vocabulary, comprehension and reading stamina Offers multiple reading levels with hundreds of reading passages and activities
Travel	0	
TOTAL	15,000.00	

P.S. 269 LANGUAGE ALLOCATION POLICY 2009-2010 [LAP]

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

CFN 605	School - P.S. 269
Principal - Phyllis Corbin	Assistant Principal - Glendolyn Coppin
Coach - Junie Charlot (Literacy)	Eileen Cappucci (Math)
ESL Teacher - Sandra Bach	Guidance Counselor - Sonia Christie
Teacher/Subject Area - Junie Charlot (Literacy)	Parent – Selene Gonzalez
Related Service Provider - Abbe Levine/SETTS	Parent Coordinator - Desiree Oakley
Network Leader - Wendy Karp	SAF -
	Other -

B. Teacher Qualifications

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers		Number of Certified NLA/FL Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extension		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	583	Total Numbers of ELLs	74	ELLs as Share of Total Student Population (%)	13.26
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During registration at P.S. 269 we have created a waiting room for parents and families to sit comfortably and complete the necessary forms for admission to school. It is in this room that all of the forms are clearly labeled by language in separate boxes.

Part II: ELL Identification Process

The ELL Program at P.S. 269 is a Free Standing Multicultural Program consisting of children in Grades Three through Five. The children originate from Haiti, Dominican Republic, Mexico, El Salvador, Guinea, Pakistan and Bangladesh.

Children are identified as ELLs by reviewing the responses by parents on the Home Language Identification Survey, interviewing the parent in English or in their native language when necessary, and then administering the LAB-R. The ESL Teacher assists the parents during registration and requests one of our translators if needed. Children who score below the cut score are placed in English speaking classes and begin receiving ESL instruction within ten days of enrollment. They are given the LAR-R within ten days of their first day of school.

Parents of ELLs are invited to attend an orientation session with a translator present. The Parent Family Guide is distributed in English as well as the native language of the parents. A translator along with the ESL Teacher provides them with information on the options available to them in order to make an informed selection on the Parent Survey and Selection Form. Parents also view the Orientation Video for Parents of Newly Enrolled English

Language Learners in both languages. Parents are encouraged to ask questions about the Transitional Bilingual Program, Dual Language Program and Free Standing ESL Program. The ESL Pull Out Program is also described as well as the materials and methodologies that will be used. The ESL Teacher also shows the parents various materials and ESL books.

Parents who cannot attend the Orientation are met with privately at their convenience so that they can understand the choices available for their child. The trend has been in the past and remains today for the parents to select an ESL Free Standing Program. In the past and now the parents here appear to be very anxious for their children to acquire English and be placed in mainstream classes. However, if we have a parent who wants a Traditional Bilingual Program or Dual Language Program, we tell them where the nearest program is located.

The ESL Teacher at P.S. 269 is responsible for the record keeping of all parent letters and surveys (Entitlement letters, Continued Entitlement Letters, Initial Notification Letters, Parent Surveys and Parent Selection Forms are all kept on file. The files are kept up to date as new children enter our school. Continued Entitlement Letters and Non Entitlement Letters are also distributed based on the previous Spring's NYSESLAT results. All letters are distributed in the parents' native language as well as English. The ESL Teacher personally meet with the families of our new immigrants to explain how she can help the child in his/her new school. For those that require a translator, the ESL Teacher introduces the parent to someone on our Translation Team who they can feel free to call or come in and talk to. The results of the latest NYSESLAT are carefully monitored by the ESL Teacher and the teachers are informed of their students scores and proficiency levels. These results help us identify the modality that the individual student shows as a weakness . The performance data is used to plan instruction and meet the programmatic design. For school year 2009-2010 eighteen [18] rejected the Bilingual option. This year 2010-2011 rejected the Bilingual option.

Part III: ELL Demographics

Instruction is delivered in a Free Standing Pull Out Program. The ELL Teacher picks up the children from their classroom and then returns them to their classroom. Our school implements a Free Standing pull out program for grades three through five in accordance with CR Part 154 and Title III Guidelines. Our ELL teacher is New York State Certified. Instruction is tailored to comply with the city and state performance standards. All students are provided with differentiated instruction to meet or exceed city and state learning performance standards. The three levels of groups are Beginners, Intermediates, and Advanced. The children are grouped heterogeneously so that the beginners can interact with other levels of children. However in order to fulfill the state requirements some of the Beginners and Intermediates are grouped homogeneously, as they require more instructional minutes than the advanced children. The Beginners and the Intermediates children receive 360 minutes of ESL. The Advanced children receive 180 minutes of ESL.

This year we have 74 English Language Learners. The majority of our children and their families are from Haiti, Dominican Republic, Mexico, and El Salvador. In the Third Grade we have 18 children. In the Fourth Grade we have 23 children. In the Fifth Grade we have 19 children. There are nine children receiving Special Education Services. This year we have received 4 Newcomers from Haiti, 2 from Dominican Republic and one beginner from El Salvador who is a transfer from another school.

	Grade 3	Grade 4	Grade 5
Haitian/Creole	18	16	22
Spanish	1	4	7
Arabic	0	0	0
Urdu	1		1
Fulani	2		
Bengali	1		
French	1		

IV: ELL Programming

ELL instruction is delivered in a Pull Out Program. Children are placed in regular classes and are pulled out of their classes to receive ELL instruction according to their level. Beginners and Intermediates receive 360 minutes of instruction weekly and Advanced children receive 180 minutes of instruction weekly. P.S. 269 implements a Free Standing ESL Pull Out Program in accordance with CR Part 154 and Title III Guidelines. Our ELL Teacher is New York City and State Certified. Instruction is tailored to comply with the city and state performance standards. All students are provided with differentiated instruction to meet or exceed city and state learning performance standards. The children are grouped according to their levels. The Beginners are grouped with the Intermediates and the Advanced are grouped separately according to the mandates of time required. Students receive instruction that complements the themes and curriculum of their current grade level. The instruction utilizes ESL strategies and methodologies to provide content area knowledge and academic vocabulary.

In the Third Grade we are using *Moving Into English* by Harcourt. These are the materials we received when we were a Reading First School. It includes explicit and systematic instruction in the five essential components of reading instruction (Phonemic Awareness, Phonics, Vocabulary, Fluency, and Comprehension). *Moving Into English* is a component of Reading First. It is based on literature, themes, phonics, vocabulary, and listening to stories on CD's. There are also writing activities incorporated into the stories. Shared Reading is also used and this year we are focusing on expanding vocabulary throughout the three grades with the use of Figurative Language, and Deconstruction and Reconstruction of sentences drawn from a variety of books and genres, fables, and poetry. The ESL Teacher will draw upon idioms, metaphors, similes and help the children to try to understand the use of Figurative Language in English based on the work of Lilly Wong Fillmore. Content area subjects are taught as well using print rich books. Libraries are set up by subject such as Social Studies, Science, and Literature. English is used and the teacher uses a variety of instructional strategies such as graphic organizers and story webs to help organize thoughts and increase vocabulary.

We offer tutoring to all of our ELL students in ELA, Math, and Writing three mornings a week from 8:00 A.M. - 8:37 A.M. We also offer a small group of Beginners tutoring using their Native Language in the mornings. We are planning to have an Extended Day Program for all of our ELLs in all three grades. Reading and Math intervention will be the focus. We will also have a Beginners Group during the Extended Day with English and some native language. We will have a Bilingual Haitian Creole Paraprofessional with an ESL Teacher who will facilitate instruction tailored to meet the needs of our Beginners. Reading, Handwriting, Math and Speaking skills will be the focus of the program. For our Intermediate and Advanced students we will

have three classes for Grades 3, 4, and 5. ELA and NYSESLAT materials will be ordered from Continental Press by grade. There will also be support in Math in for these groups. English will be used during the Extended Day with the exception of our Beginners Group which will be primarily in English with the support of Native Language by our Paraprofessional for Beginners. The Beginners Group will be multigraded. In addition we will offer the following intervention services at our school to the ELLs:

Wilson Reading Program

Special Education Services

Title I School Wide Programs (SWP) Reading/Math

Leap Frog

Ticket to Read

Our plan for continuing support for Former Limited English Proficient children is to give them additional time and accommodations when taking State and City Exams and in a separate location than their classroom for up to two years of having passed the NYSESLAT. We also invite them to our Extended Day Program.

For this year we are planning to purchase Read Alouds that accentuate Figurative Language based on the Professional Development that our ESL Teacher has received from the ISC. We are also planning to purchase some Thematic Literature that is age and grade appropriate for our children, and engaging as well. We are planning to purchase Let's Read by Options a theme based and literature based with writing activities for our Intermediate and Advanced Groups to improve reading and writing skills. This is research based material and has proven to be effective in increasing childrens reading and writing abilities.

Our ELLs are afforded equal access to all school programs and they are encouraged to attend. There is an After School and Weekend Program CAMBA housed right at P.S. 269 which is open to all of our students and their families for classes, and self improvement. ESL and GED classes are offered to parents in the evening. There are numerous activities that these children are invited and encouraged to participate in. The ELLs are 100% part of our school and they are welcomed to any activities that the school offers.

The ESL Teacher utilizes a variety of techniques and instructional strategies such as: Balanced Literacy, expose children to a variety of genres through print rich books, using Figurative Language, Total Physical Response, Scaffolding techniques, Graphic Organizers, Story Webs to help with reading and writing. CDs with read alongs are also used to help improve listening. The Content Areas are taught through a variety of books, fables, and poetry. For Beginners we will purchase Nocomer Phonics by Longman. this will provide newcomers with basic foundation in the English language. We will also use theme-based CD-ROM series by Evan Moor - Look, Listen and Speak. These CDs provide basic theme-based vocabulary lessons. For the Advanced and Intermediate students we are planning on using Options Let's Read which is theme based and has literature based teaching approaches. There are also activities in this series for writing activities based on the reading. This program is Research Based and proved to be effective to help increase childrens reading abilities. The strategies in this series which are published by grade are designed to increase skills in predicting, inferences, visualizing, What Is Important, and finally to make connections from the reading. There is fiction and non fiction stories in these books and it is highly rated.

English is used for all of our instruction except during the tutoring for Beginners in the mornings and in the Extended Day Program for beginners where there will be a Haitian Creole Paraprofessional working with the ESL Teacher to give support to our Beginners. All children are placed in the grade according to their age and identifying school records. All materials used in our classrooms are age and grade appropriate.

There is a summer Beacon Program at our school that the new children can attend. There is also a Breakfast and Lunch Program at our school in the summer for the children in our community.

We are not offering any language electives at this time.

PROFESSIONAL DEVELOPMENT

The ESL teacher provides on-going sustained professional development. Some of it is individualized, and those teachers that have ELLs in their class will receive support in their classrooms. The ESL Teacher will speak at Faculty Conferences, and Grade Meetings as per CR Part 154.

PARENTAL INVOLVEMENT
 Besides the Parent Workshops that the school offers, we also hold various Family Nights for the children and their families. Some of the events that we hold annually are Math Night, Science Night, and Library Night. The families share several activities together and pass quality time together learning and being part of each other's lives. We have had success in all of our Family Nights and many families of our ELLs have attended in the past. We have also had several multicultural dinners where the ELL families brought food from their countries. They all had a chance to mingle, make friends and share with each other. These events are being planned for this year. There are many multicultural parents at the meetings and many languages are spoken. There is always someone there to help with translation if needed.

• **Figurative Language/How it Helps**
 P.S. 269 is the home of the CAMBA/BEACON Program. This is a school based community center that responds to the needs of the school and the surrounding community by providing high quality youth and community development services. It operates year-round. The program offers many

immigrant services as well as for the families. Our ELL children are welcome to participate in these programs as well as their families. These services are available to the students and families before the start of the school year should they require or need it. Adult GED and ESL classes are also offered for adults as well as many other self-improvement classes. We evaluate the needs of the parents by providing several workshops for them that we think would be beneficial for them to help their children succeed in school. School district transition to Middle School from Elementary School. We try to give specific needs, skills, or talents to the child and the school.

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:9:05- To: 9:50	Math	Reading – ESL	Social Studies	Reading - ESL	Reading
2	From:9:55 - To: 10:40	Reading	Reading - ESL	Grade Assembly	Reading – ESL	Reading
3	From:10:50 - To: 11:35	Math	Science	Reading – ESL	Science	Science
4	From:11:45 - To: 12:30	Reading	Learning Centers	Reading	Science	Learning Centers

5	From:12:35 - To: 1:20	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
6	From:1:25 - To: 2:10	Writing – ESL	Science	Writing – ESL	Writing	GYM
7	From: 2:10 - To: 3:00	Writing – ESL	Math	Math	Math	Math – ESL

SAMPLE STUDENT SCHEDULE 2010-11 (ESL)

ESL Program Type: Free-Standing Push-in Pull-out

Indicate Proficiency Level: Beginning Intermediate Advanced

School District: 22

School Building: P.S. 269

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:9:05- To: 9:50	Math	Reading - ESL	Social Studies	Reading -ESL	Reading
2	From:9:55 - To: 10:40	Reading	Reading – ESL	Grade Assembly	Reading - ESL	Reading
3	From:10:50 - To: 11:35	Reading	Science	Reading	Science	Science
4	From:11:45 - To: 12:30	Lunch	Lunch	Lunch	Lunch	Lunch
5	From:12:35 - To: 1:20	Writing- ESL	Science)	Writing ESL	Writing	Gym

Part V: Assessment Analysis

Overall NYSESLAT* Proficiency Results (*LAB-R for New Admits)

	Grade 3	Grade 4	Grade 5	Total
Beginner	6	10	10	26
Intermediate	8	5	7	20
Advanced	8	5	6	19
Total	22	20	23	65

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	Grade 3	Grade 4	Grade 5
Listening/Speaking	B	4	2	7
	I	1	3	8
	A	6	5	7
	P	13	6	0
Reading/Writing	B	7	6	11
	I	9	5	8
	A	8	6	7
	P	0	0	0

The data patterns across proficiency levels from the NYSESLAT show some improvement from one proficiency level to the next in some cases. 10 of our children passed the exam last year. Many of our beginners arrive to this County with little or interrupted schooling and they have difficulty participating in the LAB R. We presently have:

- Grade 3 - 7 beginner, 8 Intermediate 7 Advanced
- Grade 4 - 9 beginner, 5 Intermediate 5 Advanced
- Grade 5 - 11beginner, 6 Intermediate 6 Advanced.

Our goal is to have the Advanced Group become Proficient, and the Intermediates move up a level as well as the Beginners. We have analyzed the data to see where the weaknesses are and are planning intervention. The scores affect instructional decisions and many of these children will attend Academic Intervention Services. We are hoping that these strategies will help in their academic progress in their classrooms. They will also attend the Extended Day Program for English Language Learners.

	Grade 3	Grade 4	Grade 5	Total
Level 1	7	5	7	19
Level 2	6	17	11	34

Level 3	1	1	0	2
Level 4	2	0	0	2

	Grade 3	Grade 4	Grade 5	Total
Level I	11	10	5	26
Level 2	10	15	14	39
Level 3	0	1	2	3

~~The 2010 Grade 4 New York State Science Exam resulted in the following:~~

Eleven students (3 in Grade 4 and 8 in Grade 5) took the Math exam in their native language (Creole)

	Grade 4
Level I	3
Level 2	5
Level 3	7
Level 4	0

Nine students took the Science exam in their native language (Creole)

The 2010 Grade 5 New York State Social Studies Exam resulted in the following:

	Grade 5
Level I	9
Level 2	2
Level 3	9
Level 4	1

Two students took the Social Studies exam in their native language (Creole)

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.

For new admits the ESL Teacher keeps a record of what language the parent requests communication with the school. This box is indicated on the Home Language Survey. All of the children who are in the ELL program receive letters and correspondence in English and their target language. If there are parents who require translations whose children are not in the program they can request this in the office. A list is kept by the ESL Teacher, the secretary, as well as the School Aides Office where bulk letters are distributed in the various languages. Signs are posted at the entrance of the school stating that oral and written translations are readily available at our school. The Parent Guide is also given to every new parent at the Orientation. A translation team is in place at our school. It is as follows:

Haitian Creole

**Mr. Lazare, School Psychologist
Ms. Jean Baptiste, School Social Worker
Ms. Charlot Johhson – Coach
Ms. Marie Nelson – Haitian Creole, Paraprofessional
Mrs. Flourine Cherubim - School Nurse**

Spanish

**Ms. Pacheco, Family Worker, School Based Support Team
Ms. Zeneida Baez, SAPIS Worker
Ms. Oakley Parent Coordinator**

Urdu

Ms. S. Ilahi – 4th Grade Teacher Room 220

**For written Spanish translations, Ms. Baez will prepare the Spanish if not available from the NYD DOE.
For written Creole translations, Ms. Charlot Johnson will prepare the Haitian Creole if not available from the NYS DOE.
For all other languages, if requested, we will use the NYC Translation Dept.**

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.

Our findings have been positive. The parents who require the translations have responded on various forms in their native language. This indicates to us a positive response. Additionally we have not received any negative feedback in this area. We have many bilingual people on our staff and they are very accommodating and willing to help anyone with translations. It is important to note that our School Based Support Team is a totally Bilingual Team. Our school psychologist speaks Haitian Creole, our School Social Worker speaks Haitian Creole, and our Family Worker speaks Spanish. Therefore it is extremely welcoming for families to approach this office. They immediately feel comfortable in this office. This is very important in creating a sense of comfort and ease.

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.

As stated above the School Aides office keeps a list of all of the parents that require translations for distributions. The ESL Teacher keeps the list current. The secretary has a list as well. All of our translations are provided by our staff. We have not been using any outside vendors. If there is a large written translation job we will if necessary pay either per session or send it to the NYC DOE Translation Dept. We will also have at least one or two people from our translation team at our Parent Workshops. Our ESL Teacher will oversee the Translation Program to be sure that it is effective and that our lists are current.

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

Oral Interpretation services will be provided by our own in-house staff. We will not use outside contractors. We have a translation team in place. See above for specific language details.

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>.

P.S. 269 determines within 30 days of a student's enrollment the primary language spoken by the parent of each student enrolled in the school by reviewing the Home Language Survey. If the language is not English, we will provide that parent with translated materials to communicate with the school. We ensure timely provision of interpretation services at all meetings upon request and when necessary. We will also provide parents who might require a telephone number and the name of a person on our translation team who they can call with any question related to their child's education.

In September newly enrolled ELL Parents attend an orientation in English and in their native language explaining the different program options available to them. A Parent Survey and Program Selection Form are carefully reviewed with them in order for them to make an informed choice as to which program they would like their child to participate in. We also show the video in their language. Parents are free to ask as many questions as necessary. Parents are given the choice once again at the beginning of the school year when they are given a Continued Entitlement Letter for the coming year. Parents attend workshops during the school year about ELA, NYSESLAT, Standards, etc. These workshops are conducted in English with a translator present. All correspondence that has critical information regarding their child's education is translated into the native language as well. If the parents require oral translations then they can request it in our office, and someone from our Translation Team will be called. When we are unable to provide required translations into one or more covered languages, a notice is placed on the face of the English document in the appropriate covered languages, indicating how a parent can request free translation or interpretation of such document.

All of the required translated signs are posted at the entrance to our school. We have distributed translated copies of the Parents Bill of Rights to all of the parents who requested translations.

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:	511,713	163,408	675,121
2. Enter the anticipated 1% set-aside for Parent Involvement:	5117	1634	6751
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	25,586	*	
4. Enter the anticipated 10% set-aside for Professional Development:	51,171	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-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.

P.S. 269
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718-941-2800 Phone
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Phyllis P. Corbin
Principal

Glendolyn Coppin
Assistant Principal

SCHOOL PARENTAL INVOLVEMENT POLICY
PART I – GENERAL EXPECTATIONS

P.S. 269 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible students consistent with *Section 1118 – Parental Involvement* of the elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under *Section 111-State Plans* of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs(s) in decisions about how the Title I, Part A funds reserved for parental involvement is spent.
- The school will carry out programs, activities and procedures in accordance with this definition of parental involvement *Parental involvement means the participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities, including ensuring – that parents play an integral role in assisting their child’s learning;*
- that parents are encouraged to be actively involved in their child’s education at school;
- that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in *Section 118 – Parental Involvement of the ESEA*

PART II – DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. P.S. 269 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 Education Agency Plans of the ESEA*:
 - a) Encourage parents to attend Regional and District meetings.
 - b) Encourage parents to become more involved and familiar with the Community Education Council.
2. P.S. 269 will take the following actions to involve parents in the process of school review and improvement under *Section 116- Academics Assessment and Local Educational Agency and School Improvement of the ESEA*:
 - a) Encourage parents to join the School Leadership Team.
3. P.S. 269 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other programs: Reading First, Learning Leaders, Extended Day Programs and Saturday Academy's by:
 - a) Presentations, interactive workshops and on e on one Overviews
4. P.S. 269 will take the following action s to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, 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 finding of the evaluation about its parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
5. P.S. 269 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:
 - The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following:
 - a) the State's academic content standards;
 - b) the State's student academic achievement standards;
 - c) the State and local academic assessments including alternate assessments;
 - d) the requirements of Title, I, Part A;
 - e) how to monitor their child's progress; and
 - f) how to work with educators.

- The school will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by a series of how to workshops such as, but not limited to:
 - a) how to help your child succeed in school;
 - b) how to help your child with homework;
 - c) how to read the Grow Chart;
 - d) how to navigate the Princeton Review site;
 - e) helping your child prepare for citywide Tests.

- The school will, with the assistance of the district and parents, educate its teachers, pupil services 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 contribution of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by;
 - a) Professional Development
 - b) Workshops
 - c) Training
 - d) Conferences

- The School will, to the extent feasible and appropriate, coordinate and integrates parental involvement programs and activities with, Reading First, Learning Leaders.
- 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 attending interactive workshops.
- The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of Title I 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;
 - a) via back pack
 - b) Community Outreach
 - c) Phone contact
 - d) Outdoor School Bulletin Board
 - e) In-School Parent bulletin Board

PART II – DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

Other activities may include:

- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;

- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of fund for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education , arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement; participating in a District Parent Advisory Council to provide advice on all matters related to parental involvement in Title, I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under *Section 118-Parental Involvement* as parents may request.

1. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

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

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Principal

Glendolyn Coppin
Assistant Principal

SCHOOL PARENT COMPACT

P.S. 269 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State's high standards.

This School – Parent compact is in effect during school year 2010-2011

PART I – REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

P.S. 269 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:
 - a) P.S. 269 has a collaborative vision of providing a quality education. P.S. 269 actively works together with our parents to build a strong partnership that will ensure our students become motivated lifetime learners and productive citizens, who will help enhance our ever-changing world.
 - b) P.S. 269 is dedicated to providing an academic program that is rigorous and challenging to all students. At P.S. 269, we stand by and believe our theme "When one of us succeeds, we all succeed." We will continue to strive towards being the number one Academic school in New York City.

- c) P.S. 269 will support the community and families it serves by working with other agencies to strengthen the families and address the needs outside of the school. The families' responsibility lies in supporting the child and the school community to ensure academic success and a quality education for the child. As a community school, engaging students and involving parents, we will deliver.
- Hold parent-teacher conferences (two times per year elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
 - a) **Fall – November 9, 2010** **Afternoon Session 1:00 – 3:00 p.m.**
Evening Session 6:00 p.m. – 8:00 p.m.
 - b) **Spring – March 15, 2011** **Afternoon Session 1:00 – 3:00 p. m.**
Evening Session 6:00 – 8:00 p.m.
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 Report cards will be distributed three times a year:
 - a) Fall – November
 - b) Spring – March
 - c) End of Year – June

All other reports will be distributed at scheduled conferences.

- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as needed by written request.
- When requested, teacher prep schedules will be used to arrange conferences.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:
 - a) parents will be given the opportunity to volunteer and participate in their child's class by becoming class Parents and Learning Leaders.

Parent Responsibilities

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

Describe the ways in which parents will support their children's learning, such as:

- Supporting my child's learning by making education a priority in our home by:
 - a) making sure my child is on time and prepared everyday for school;
 - b) monitoring attendance;
 - c) talking with my child about his/her school activities everyday;
 - d) scheduling daily homework time;

- e) providing an environment conducive for study;
- f) making sure that homework is completed;
- g) monitoring the amount of television my children watch.

- Volunteering in my child's classroom
- Participating in decisions relating to my children's education
- Promoting positive use of my child's extracurricular time
- 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 everyday
- 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 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
- Express high expectations and offer praise and encouragement for achievement.

PART II OPTIONAL ADDITIONAL PROVISIONS

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Come to school ready to do our best and be the best
- Come to school with all the necessary tools for learning – pens, pencils, books, etc.
- Listen and follow directions
- Participate in class discussions and activities
- Be honest and respect the rights of others
- Follow the school's/class' rules of conduct
- Following the school's dress code

- Ask for help when we don't understand
- Do our homework every day and ask for help when we need to
- Study for tests and assignments
- Read at least 30 minutes every day outside of school time
- Read at home with our parents
- Get adequate rest every night
- Use the library to get information and to find books that we enjoy reading
- Give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.)

Additional School Responsibilities

P.S. 269 will:

- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- Involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way.
- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage time to attend.
- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestion as soon as practicably possible.
- Provide to each parent an individual student report about the performance of their child on the State assessment in at least English language arts and mathematics; and
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in Section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, P.S. 269 will;

- Recommend to the local education al agency (LEA), the names of parents of participating children of title I, Pat A programs who are interested in serving on the State’s Committee of Practitioners and School Support Teams;
- Notify parents of the school’s participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information;
- Work with the LEA in addressing problems, if any, in implementing parental involvement activities in *Section 1118 – Parental Involvement* of title I, Part A
- Work with the LEA to ensure that a copy of the SEA’s written complaint procedures for resolving any issue of violations(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

See Section IV Needs Assessment – Pages 13-15

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - 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.
 - Are consistent with and are designed to implement State and local improvement, if any.

See Pages 18-22 – Action Plans

3. Instruction by highly qualified staff.

To date 100% of teachers are fully licensed and permanently assigned to the school. 91% of teachers have a Master's Degree or higher. Administration will review licensing and ensure that all teachers are teaching according to their licensed area. The administration will regularly observe teaching staff and provide appropriate assistance, feedback and staff development.

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.

A minimum of 10% of our Title I/SWP funding will continue to be utilized for professional development purposes. Professional Development will be in line with the state and city standards. Professional development will be based on scientifically based research (Uniform Curriculum, Science, Social Studies, and Special Education

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
 - **Interviews with the administration, the most qualified persons for a position (per qualifications in posting) will be selected**
 - **Job Fairs**
 - **ISC assistance in recruiting**
6. Strategies to increase parental involvement through means such as family literacy services.

See Pages 18-22 Action Plans – Parent Involvement, LAP Narrative, and Appendix 2

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.

NA

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.

Our school has 100% of the teaching staff involved in inquiry. Teachers are engaged in targeted discussions and planning, lesson study and looking at student work. The teams [grade teams, Curriculum Mapping Team, content area team and an inquiry team] are focused on student outcomes using systematic a data-informed approach

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

See Appendix 1: Academic Intervention services (AIS) Summary Form Pages 24-27

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.

As an SWP school, the SLT has developed a CEP designed to meet the needs of all students that will be supported by funds from the following sources:

- Title I/SWP (Reading Resource and Math Resource Teacher)
- Title ARRA
- NYSTL (textbooks, curriculum materials, library books)
- Early class size reduction
- Special needs – Support services
- Contract for Excellence

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	(✓)			\$429,839	(✓)	19-21, 26, 27
Title I, Part A (ARRA)	Federal	(✓)			\$161,774	(✓)	19-21, 26, 27
Title II, Part A	Federal	(✓)			\$107,842	(✓)	19-21, 26, 27
Title III, Part A	Federal						
Title IV	Federal			(✓)			
IDEA	Federal			(✓)			
Tax Levy	Local	(✓)			\$2,510,495	(✓)	

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

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: Improvement Year I focused **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.

The 2010 ELA results for LEP’s:

	Grade 3	Grade 4	Grade 5	Total
Level 1	7	5	7	19
Level 2	6	17	11	34
Level 3	1	1	0	2
Level 4	2	0	0	0

An analysis of ELA data for LEP’s indicated the following areas of weakness:

Grade 3

- 69%- Identifying main idea and supporting details in informational text**
- 56%-Evaluating the content by indentifying author’s purpose**
- 56%- Identifying elements of character, plot, and setting**

Grade 4

- 64%- Interpreting data from unfamiliar texts**
- 83%-Making predictions, drawing conclusions, and making inferences about events and characters**

School Under Registration Review (SURR)

100%- Understanding written directions and procedures

65%- Recognizing and using organizational features, such as table of contents, indexes, page numbers, and chapters

Grade 5

67%- Distinguishing between fact and opinion

72%-Evaluating information, ideas, opinions, and themes in text by identifying a central idea and supporting details

56%- Reading to collect and interpret data, facts, and ideas from multiple sources

WRITING

Overall, LEPs on grades 3-5 did not make benchmark in the constructive responses.

As a result, the LEP students did not make adequate yearly progress.

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.

See Appendix 1: Academic Intervention services (AIS) Summary Form Pages 24-27

See: IV: ELL Programming

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.

The 10 percent of Title I funds [51,171] will be used to help provide professional development to all staff in the area of instruction for ESL students. PD will include:

- ❖ **Writing Instruction and Teacher Student Conferencing**
- ❖ **Lessons aligned to Curriculum Mapping and Social Studies and Science Pacing Calendars**

- ❖ Lessons aligned to TC Reading and Writing Units of Study
- ❖ Student Goals and differentiated instruction [GE, Special Ed. and ELL's]
- ❖ Student Writing [From Building Blocks – Higher Order/Rigorous Assignments]

PD will be on-going and based on authentic student data, formative assessments and teacher collaborative planning

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

We do not have any staff that requires Mentoring.

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.

Parents will be notified by letter of the school's designation by New York State. They will also be invited to attend a parent meeting. At this meeting parents will receive information about Public choice and SES.

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.)

We have 6 students in temporary housing.

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

Special Programs/ Services include: At Risk Counseling, ESL Services, Renzulli Learning System[Enrichment], Principal's Book Club, Student Council, Peer Mediation, After School Intervention, Extended Day Mandated Tutoring, Beacon After School, CAMBA Beacon [Social Work Team,] services for parents and families, School Supplies and Uniforms as need.

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. 269 Nostrand					
District:	22	DBN:	22K269	School		332200010269

DEMOGRAPHICS

Grades Served:	Pre-K		3	v	7		11		
	K		4	v	8		12		
	1		5	v	9		Ungraded	v	
	2		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		93.9	94.8	94.2
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	173	199	187	Student Stability - % of Enrollment: <i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 4	176	170	220		92.2	90.9	91.8
Grade 5	172	187	173				
Grade 6	0	0	0	Poverty Rate - % of Enrollment: <i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		81.6	92.9	92.9
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number: <i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 10	0	0	0		9	25	24
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	0	0	1	Recent Immigrants - Total Number: <i>(As of October 31)</i>	2007-08	2008-09	2009-10
Total	521	556	581		14	5	10

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	12	16	35	Principal Suspensions	7	1	3
# in Collaborative Team Teaching (CTT) Classes	31	30	30	Superintendent Suspensions	1	0	0
Number all others	38	40	32				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<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	0	0	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	57	60	TBD
# ELLs with IEPs	7	9	TBD
Number of Teachers			
	46	44	43
Number of Administrators and Other Professionals			
	8	8	7
Number of Educational Paraprofessionals			
	3	5	10

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	97.7
				% more than 2 years teaching in this school	76.1	84.1	97.7
				% more than 5 years teaching anywhere	73.9	75.0	86.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	91.0	93.0	97.7
American Indian or Alaska Native	0.4	0.0	0.0	% core classes taught by "highly qualified" teachers	96.7	100.0	94.3
Black or African American	88.7	87.6	88.6				
Hispanic or Latino	7.1	8.8	7.7				
Asian or Native Hawaiian/Other Pacific	1.5	1.1	1.2				
White	2.3	2.5	2.1				
Male	48.8	52.9	50.6				
Female	51.2	47.1	49.4				

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:

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

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

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

American Indian or Alaska Native	-	-				
Black or African American	v	v				
Hispanic or Latino	v	v	-			
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	-	-	-			
Multiracial						
Students with Disabilities	vsh	v				
Limited English Proficient	X	v	-			
Economically Disadvantaged	v	v				
Student groups making	5	6	1			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	C	Overall Evaluation:			NR	
Overall Score:	29.8	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	9.4	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	4.3	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	15.6					
<i>(Comprises 60% of the</i>						
Additional Credit:	0.5					

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

**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 605	District 22	School Number 269	School Name The Nostrand School
Principal Phyllis Corbin		Assistant Principal Glendolyn Coppin	
Coach Junie Charlot		Coach Hiawatha Brower	
Teacher/Subject Area Christine Kenny		Guidance Counselor - Sonia Christie	
Teacher/Subject Area Abbe Levin		Parent Selene Gonzalez	
Teacher/Subject Area Eileen Cappucci		Parent Coordinator Desiree Oakley	
Related Service Provider type here		Other type here	
Network Leader Wendy Karp		Other type here	

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	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	36

C. School Demographics

Total Number of Students in School	558	Total Number of ELLs	74	ELLs as Share of Total Student Population (%)	13.26%
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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.

Paste response to questions 1-6 here

The ELL Program at P.S. 269 is a Free Standing Multicultural Program consisting of children in Grades Three through Five. The children originate from Haiti, Dominican Republic, Mexico, El Salvador, Guinea, Pakistan and Bangladesh.

INITIAL IDENTIFICATION OF STUDENTS- (1) Children are identified as ELLs by reviewing the responses by parents on the Home Language Identification Survey. (2) This includes interviewing the parent in English or in their native language when necessary. (3) the licensed ESL Teacher then administers the LAB-R. The ESL Teacher assists the parents during registration and requests one of our translators if needed. Children who score below the cut score are placed in English speaking classes and begin receiving ESL instruction within ten days of enrollment. They are given the LAR-R within ten days of their first day of school.

PROGRAM INFORMATION/PARENT CHOICES - Parents of ELLs are invited to attend an orientation session with a translator present. The Parent Family Guide is distributed in English as well as the native language of the parents. A translator along with the ESL Teacher provides them with information on the options available to them in order to make an informed selection on the Parent Survey and Selection Form. Parents also view the Orientation Video for Parents of Newly Enrolled English Language Learners in both languages. Parents are encouraged to ask questions about the Transitional Bilingual Program, Dual Language Program and Free Standing ESL Program. The ESL Pull Out Program is also described as well as the materials and methodologies that will be used. The ESL Teacher also shows the parents various materials and ESL books.

Parents who cannot attend the Orientation are met with privately at their convenience so that they can understand the choices available for their child. The trend has been in the past and remains today for the parents to select an ESL Free Standing Program. In the past and now the parents here appear to be very anxious for their children to acquire English and be placed in mainstream classes. However, if we have a parent who wants a Traditional Bilingual Program or Dual Language Program, we tell them where the nearest program is.

ENTITLEMENT LETTERS - The licensed ESL Teacher at P.S. 269 is responsible for evaluating annually the ELL's using the NYSESLAT, record keeping of all parent letters and surveys. Copies of all Entitlement letters, Continued Entitlement Letters, Initial Notification Letters, Parent Surveys and Parent Selection Forms are all kept on file in the ESL Teacher's room (Room 207). The files are kept up to date as new children enter our school. Continued Entitlement Letters and NonEntitlement Letters are also distributed based on the previous Spring's NYSESLAT results. All letters are distributed in the parents native language as well as English. The ESL Teacher takes it upon herself to personally meet with the families of our new immigrants to explain how she can help the child in a new environment and welcome them as well to P.S. 269. For those that require a translator the ESL Teacher introduces the parent to someone on our Translation Team who they can feel free to call or come in and talk to. The results of the latest NYSESLAT results are carefully monitored by the ESL Teacher and the teachers are informed of their students scores and proficiency levels. These results help us identify the modality that the individual student shows weakness in. The performance data is used to meet the programmatic needs and plan instruction as well.

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%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	74	Newcomers (ELLs receiving service 0-3 years)	63	Special Education	8
SIFE	11	ELLs receiving service 4-6 years	10	Long-Term (completed 6 years)	1

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										0
Dual Language										0
ESL	63	11	1	10	0	8	1			74
Total	63	11	1	10	0	8	1	0	0	74

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0

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
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

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				1	4	7								12
Chinese														0
Russian														0
Bengali				1										1
Urdu				1		1								2
Arabic														0
Haitian				18	16	22								56
French				1										1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other				2										2
TOTAL	0	0	0	24	20	30	0	74						

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.

PROGRAM DELIVERY - ELL instruction is delivered in a Pull Out Program. Children are placed in regular classes and are pulled out of their classes to receive ELL instruction according to their level.

MANDATED INSTRUCTIONAL MINUTES - Beginners and Intermediates receive 360 minutes of instruction weekly and Advanced children receive 180 minutes of instruction weekly. P.S. 269 implements a Free Standing ESL Pull Out Program in accordance with CR Part 154 and Title III Guidelines. Our ELL Teacher is New York City and State Certified. Instruction is tailored to comply with the city and state performance standards.

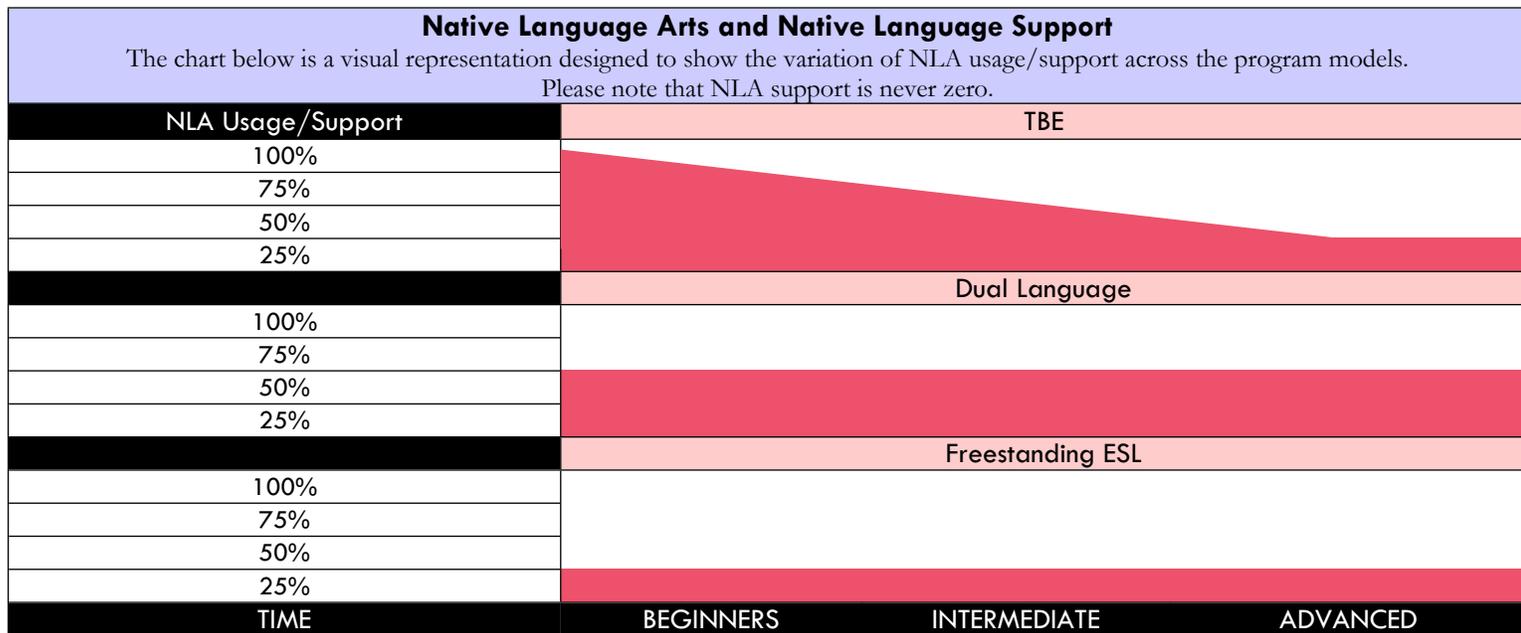
DIFFERENTIATED INSTRUCTION - All students are provided with differentiated instruction to meet or exceed city and state learning performance standards. Instruction will be delivered and matched to student levels and needs. Materials, texts and technology will be employed to assure that all subgroups needs are met. The children are grouped according to their levels. The Beginners are grouped with

the Intermediates and the Advanced are grouped separately according to the mandates of time required. Students receive instruction that complements the themes and curriculum of their current grade level. The instruction utilizes ESL strategies and methodologies to provide content area knowledge and academic vocabulary.

In the Third Grade we are using *Moving Into English* by Harcourt. These are the materials we received when we were a Reading First School. It includes explicit and systematic instruction in the five essential components of reading instruction (Phonemic Awareness, Phonics, Vocabulary, Fluency, and Comprehension). *Moving Into English* is a component of Reading First. It is based on literature, themes, phonics, vocabulary, and listening to stories on CD's. There are also writing activities incorporated into the stories. Shared Reading is also used and this year we are focusing on expanding vocabulary throughout the three grades with the use of Figurative Language, and Deconstruction and Reconstruction of sentences drawn from a variety of books and genres, fables, and poetry. The ESL Teacher will draw upon idioms, metaphors, similes and help the children to try to understand the use of Figurative Language in English. ELL's with special needs receive instruction according to their IEP. All ELL's are offered Supplemental Services (Morning tutoring and Title III afterschool)

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



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?

Paste response to questions 5-14 here

5. We offer tutoring to all of our ELL students in ELA, Math, and Writing three mornings a week from 8:00 A.M. - 8:37 A.M. We also offer a small group of Beginners tutoring using their Native Language in the mornings. We are planning to have an Extended Day Program for all of our ELLs in all three grades. Reading and Math intervention will be the focus. We will also have a Beginners Group during the Extended Day with English and some native language. We will have a Bilingual Haitian Creole Paraprofessional with an ESL Teacher who will facilitate instruction tailored to meet the needs of our Beginners. Reading, Handwriting, Math and Speaking skills will be the focus of the program. For our Intermediate and Advanced students we will have three classes for Grades 3, 4, and 5. ELA and NYSESLAT materials will be ordered from Continental Press by grade. There will also be support in Math in for these groups. English will be used during the Extended Day with the exception of our Beginners Group which will be primarily in English with the support of Native Language by our Paraprofessional for Beginners. The Beginners Group will be multigraded. In addition we will offer the following intervention services at our school to the ELLs:
Wilson Reading Program
Special Education Services
Title I School Wide Programs (SWP) Reading/Math
Leap Frog
6. Our plan for continuing support for Former Limited English Proficient children is to give them additional time and accommodations when taking State and City Exams and in a separate location than their classroom for up to two years of having passed the YSESLAT. We also invite them to our Extended Day Program.
7. For this year we are planning to purchase Read Alouds that accentuate Figurative Language based on the Professional Development that our ESL Teacher has received from the ISC. We are also planning to purchase some Thematic Literature that is age and grade appropriate for our children, and engaging as well. We are planning to purchase Let's Read by Options a theme based and literature based with writing activities for our Intermediate and Advanced Groups to improve reading and writing skills. This is research based material and has proven to be effective in increasing childrens reading and writing abilities.
8. None will be discontinued at this time.
9. Our ELLs are afforded equal access to all school programs and they are encouraged to attend. There is an After School and Weekend

Program CAMBA housed right at P.S. 269 which is open to all of our students and their families for classes, and self improvement. ESL and GED classes are offered to parents in the evening. There are numerous activities that these children are invited and encouraged to participate in. The ELLs are 100% part of our school and they are welcomed to any activities that the school offers.

10. The ESL Teacher utilizes a variety of techniques and instructional strategies such as: Balanced Literacy, expose children to a variety of genres through print rich books, using Figurative Language, Total Physical Response, Scaffolding techniques, Graphic Organizers, Story Webs to help with reading and writing. CDs with read alongs are also used to help improve listening. The Content Areas are taught through a variety of books, fables, and poetry. For Beginners we will purchase Nocomer Phonics by Longman. This will provide newcomers with basic foundation in the English language. We will also use theme-based CD-ROM series by Evan Moor - Look, Listen and Speak. These CDs provide basic theme-based vocabulary lessons. For the Advanced and Intermediate students we are planning on using Options Let's Read which is theme based and has literature based teaching approaches. There are also activities in this series for writing activities based on the reading. This program is Research Based and proved to be effective to help increase children's reading abilities. The strategies in this series which are published by grade are designed to increase skills in predicting, inferences, visualizing, What Is Important, and finally to make connections from the reading. There is fiction and non-fiction stories in these books and it is highly rated.

11. English is used for all of our instruction except during the tutoring for Beginners in the mornings and in the Extended Day Program for beginners where there will be a Haitian Creole Paraprofessional working with the ESL Teacher to give support to our Beginners.

12. All children are placed in the grade according to their age and identifying school records. All materials used in our classrooms are age and grade appropriate.

13. There is a summer Beacon Program at our school that the new children can attend. There is also a Breakfast and Lunch Program at our school in the summer for the children in our community.

14. We are not offering any language electives at this time.

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)?

N/A

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

A description of the professional development plan for all personnel who work with ELLs.

The following personnel are involved in receiving professional development:

Assistant principals

Bilingual/ESL coordinators

Common branches teachers

Subject area teachers

Paraprofessionals

Guidance counselors

Special education teachers

Psychologists

Occupational/Physical

Therapists

Speech therapists

Secretaries

Parent coordinator

The ESL teacher provides on-going sustained professional development. Some of it is individualized, and those teachers that have ELLs in their class will receive support and materials. The ESL Teacher will speak at Faculty Conferences, and Grade Meetings as per CR Part 154. Some of the workshops may also be presented in a Lunch and Learn format. Some topics planned for this year are:

Adapting Materials for ELL's, and SIFES

Non-Fiction for ELL's/Content Areas Tips and Tools

Understanding and Using Data for ELLs on ARIS

Figurative Language/How it Helps

Jose P. Training for all staff

Additionally many workshops are posted or e mailed to the classroom teachers related to ELLs, if they are interested in attending. This is an ongoing procedure. Our ESL Teacher attends workshops and keeps the staff informed of new insights, and new procedures or important issued related to ELLs.

At the beginning of each year the ESL teacher articulates with each students' new teacher, providing information and goals for the new year.

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

1. There is a Parent Association at our school. They have regular meetings and several times a year they have sales for Valentines Day and Mothers Day. Parents of ELLs are encouraged to attend and be part of it. There are many multicultural parents at the meetings and many languages are spoken. There is always someone there to help with translation if needed.

2. P.S. 269 is the home of the CAMBA/BEACON Program. This is a school based community center that responds to the needs of the school and the surrounding community by providing high quality youth and community development serices. It operates year-round. The program offers many immigrant services as well as for the families. Our ELL children are welcome to participate in theses programs as well as their families. These services are available to the students and families before the start of the school year should they require or need it. Adult GED and ESL classes are also offered for adults as well as many other self improvement classes.

3. We evaluate the needs of the parents by providing several workshops for them that we think would be beneficial for them to help their children succeed in school.

4. Besides the Parent Workshops that the school offers we also hold various Family Nights for the children and their families. Some of the events that we hold annually are Math Night, Science Night, and Library Night. The families share several activities together and pass quality time together learning and being with each other. We have had success in all of our Family Nights and many families of our ELLs have attended in the past. We have also had several multicultural dinners where the ELL families brought food from their countries. They all had a chance to mingle, make friends and share with each other. These events all bring families and students together and the memories live on.

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)	0			6	10	10								26
Intermediate(I)				8	5	7								20
Advanced (A)				8	5	6								19
Total	0	0	0	22	20	23	0	0	0	0	0	0	0	65

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B				4	2	7							
	I				1	3	8							
	A				6	5	7							
	P				13	6								
READING/ WRITING	B				7	6	11							
	I				9	5	8							
	A				8	6	7							
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	6	5	0		11
5	3	10	1		14
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
4	8	3	9						20
5	5	5	13	3	1				27
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	3	5	5	4	7				24
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	9	2	2	0	9	0	1	0	23
8									0
NYSAA Bilingual Spe Ed									0

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

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

ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

Our school consistently uses formative data in the following ways:

Baseline assessments are used to establish long/short term goals that target improving student achievement. Options Reading and Math, WRAP Running Records and Performance Series (ELA and Math) are administered. The collection/analysis is reported as follows: Beginning of the Year [BOY] September - November
 Middle of the Year [MOY] December - February
 End of Year [EOY] March - June

Benchmarks are established for each assessment and students are categorized as Intensive, Strategic and Benchmark. Progress Monitoring is done on an as needed basis for the intensive and strategic students. The following Formative data is also used to determine student progress

- Everyday Math Unit and Chapter Tests
- Harcourt Science Unit and Chapter Tests
- Harcourt Social Studies Unit and Chapter Tests
- Making Meaning Unit Tests
- Grade 3 End of Selection Tests (Harcourt Trophies)
- Teacher-made tests

ARIS is used and the ELLs participate in all of the state and city exams unless they are in the US for less than one year. All of the children take the NYSESLAT and the instruction and grouping and participation is based on the data that these tests deliver.

2. In the Third Grade there are 8 Beginners, 8 Intermediates and 8 advanced levels.
 In the 4th grade there are 10 beginners, 5 Intermediates and 5 Advanced.
 In the 5th Grade there are 13 beginners, 11 Intermediates and 6 Advanced levels.

LAB-R

The data reveals that we have a high number of Beginners and Intermediates the highest numbers of beginners being in the 5th grade. This is due to a higher number of new entrants since last Jan. 2010 when we did see a higher rate of new admits due to the Earthquake in Haiti.

3. The modality rates help us plan instructional needs and programming needs. It directs us to help that child in specific areas such as Speaking, Listening, Reading and Writing.

4 a/. On the ELA for last years 4th graders who are now 5th graders 3 received 1's, 10 received 2's and 1 child received a 3. On the NYS Math the 4th graders, 8 received 1's, 3 took it in Haitian Creole 9 children received 2's and there were no 3's.

Academic Intervention Services or Special Education Services. It serves as a tool for us to study where we need to help specifically in that child.

5/N/A

Additional Information

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

We believe our LAP reflects all of the necessary components to creating a successful, highly challenging and growing ELL program.

- We believe that each student can and will reach his or her full potential.
- Students require individualized programs, designed around the mainstream curriculum.
- Students acquire language best in a supportive atmosphere where they can practice their emerging English skills in a low anxiety setting.
- Content area material should be utilized whenever possible.
- Instructional materials should match the language abilities of students.

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		10/26/10
	Assistant Principal		10/26/10
	Parent Coordinator		10/26/10
	ESL Teacher		10/26/10
	Parent		10/26/10

	Teacher/Subject Area		10/26/10
	Teacher/Subject Area		10/26/10
	Coach		10/26/10
	Coach		10/26/10
	Guidance Counselor		10/26/10
	Network Leader		10/26/10
	Other		