



**Department of  
Education**



**P.S. 69Q**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 30Q069**

**ADDRESS: 77-02 37<sup>TH</sup> AVENUE, JACKSON HEIGHTS, NY 11372**

**TELEPHONE: (718) 424-7700**

**FAX: (718) 458-6567**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** P.S. 69      **SCHOOL NAME:** The Jackson Heights School

**SCHOOL ADDRESS:** 77-02 37<sup>th</sup> Avenue, Jackson Heights, NY 11372

**SCHOOL TELEPHONE:** (718) 424-7700      **FAX:** (718) 458-6567

**SCHOOL CONTACT PERSON:** Martha G. Vazquez      **EMAIL ADDRESS:** MVazque11@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Deborah Strack-Cregan

**PRINCIPAL:** Martha G. Vazquez

**UFT CHAPTER LEADER:** Deborah Strack-Cregan

**PARENTS' ASSOCIATION PRESIDENT:** Rosa Perez & Betsabe Lucero

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* n/a

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 30      **CHILDREN FIRST NETWORK (CFN):** 410

**NETWORK LEADER:** Altagracia Santana

**SUPERINTENDENT:** Dr. Phillip Composto

## 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
Martha G. Vazquez	*Principal or Designee	
Deborah Strack-Cregan	*UFT Chapter Chairperson or Designee	
Rosa Perez & Betsabe Lucero	*PA/PTA Co-Presidents or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
n/a	DC 37 Representative, if applicable	
n/a	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
n/a	CBO Representative, if applicable	
Nancy Hill	Member/Teacher	
Anna Mavrelos	Member/Teacher	
Paul Alper	Member/Teacher	
Jeanne Siskind	Member/Parent	
Nazmul Quayyum	Member/Parent	
Catherine Sampang	Member/Parent	
Laura Nuss-Caneda	Member/Parent	

(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.

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P.S. 69Q has a large multicultural student and parent population and is proud and celebrates its diversity. There are 39 languages represented in the school. We are a magnet school for *Cultural and Performing Arts* and have also adopted the *Schoolwide Enrichment Model*, currently in its fifth year of implementation. Our magnet theme this year is Asia. Our residencies are sought and implemented based on the magnet theme. Our Schoolwide Enrichment Model offers our students opportunities to explore interests and expand their knowledge base, thus motivating and contributing to a positive school environment. The curriculum allows children to participate in literacy activities at their independent reading level, including self selection in areas of interest. Flexible grouping promotes positive self esteem and a sense of accomplishment in our students. This year, we have offered Type I activities in grades K and 1 through an Early Grade Literacy Enrichment Teacher and paraprofessional who implement the program on a 10 week cycle, each cycle servicing six classes. Our third graders are exposed to a cycle of Type II enrichment activities and our 2<sup>nd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade students are offered a menu of activities, Type III, to chose from and participate. 4<sup>th</sup> and 5<sup>th</sup> graders participate on an intergrade model.

We have a top class on grades 2, 3, 4, and 5 and are currently piloting a 1<sup>st</sup> grade top class. All other classes are heterogeneously grouped. We are a Title I school with 78% of our student population classified as Title I. However, we follow the schoolwide programs guidelines. Our ESL classes follow the same curriculum with ESL methodologies.

P.S. 69 has an active and involved Parents Association who is a partner in all our efforts supporting curriculum initiatives as well as the growth and development of our school. Our parents association lends their support to our music programs and enrichment programs, as well as other activities throughout the school year (i.e., sponsor Career Day, 5<sup>th</sup> grade activities, Rising Stars).

We follow the Teachers College Readers and Writers Workshop curriculum to include Shared Reading, Interactive Writing (lower grades), Read Aloud with Accountable Talk, and Word Work. Through ongoing professional development, teachers have become proficient effectively conferring to drive their differentiated instruction. Conferring is conducted through individual and small group conferences. Our Classroom Libraries have reached a desirable volume and quality and our teachers are more independent in planning for their student's needs. Children demonstrate an understanding of the purpose of each component taught. Our phonics instruction is delivered using the Wilson Foundations Reading Program in grades K and 1 and it is used for reading intervention in grade 2. Our teachers are engaged in inquiry work throughout the day and as a collaborative community in each grade on Thursdays during the 37 ½ minute period.

We are also proud of the many opportunity we offer parents to visit the school and their child's classrooms. Activities are offered at varied times to allow all parents to participate. Teachers are involved before and after school to address parents' needs. Opportunities include writing celebrations, Early Grade Literacy celebrations, Science Fair, Multicultural Day, Performances, School wide Enrichment culminating activities celebrations, Art Residencies celebrations, Red Ribbon Week, ESL classes for parents, Workshops for parents, Parent volunteers, Parent/child cultural trips, Open houses, Meet Your Teacher, Parent/Teacher conferences, School Leadership Team, Career Day, Quarterly Newsletter from Guidance Counselor, etc.

**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											
<b>School Name:</b>	P.S. 069 Jackson Heights										
<b>District:</b>	30	<b>DBN:</b>	30Q069	<b>School BEDS Code:</b>	343000010069						
DEMOGRAPHICS											
<b>Grades Served:</b>	Pre-K	√	3	√	7		11				
	K	√	4	√	8		12				
	1	√	5	√	9		Ungraded	√			
	2	√	6		10						
<b>Enrollment</b>	<i>(As of October 31)</i>			<b>Attendance - % of days students attended :</b>			<i>(As of June 30)</i>				
	2007-08	2008-09	2009-10		2007-08	2008-09	2009-10				
Pre-K	72	71	72		95.0	95.5	TBD				
Kindergarten	192	194	180	<b>Student Stability - % of Enrollment :</b>							
Grade 1	157	182	193	<i>(As of June 30)</i>			2007-08	2008-09	2009-10		
Grade 2	190	163	192		91.8	93.2	TBD				
Grade 3	218	217	194	<b>Poverty Rate - % of Enrollment :</b>							
Grade 4	208	211	215	<i>(As of October 31)</i>			2007-08	2008-09	2009-10		
Grade 5	191	210	208		62.3	62.3	78.0				
Grade 6	0	0	0	<b>Students in Temporary Housing - Total Number :</b>							
Grade 7	0	0	0	<i>(As of June 30)</i>			2007-08	2008-09	2009-10		
Grade 8	0	0	0		0	71	TBD				
Grade 9	0	0	0	<b>Recent Immigrants - Total Number :</b>							
Grade 10	0	0	0	<i>(As of October 31)</i>			2007-08	2008-09	2009-10		
Grade 11	0	0	0		37	34	28				
Grade 12	0	0	0	<b>Special Education Enrollment:</b>							
Ungraded	2	0	9	<i>(As of October 31)</i>			2007-08	2008-09	2009-10		
Total	1230	1248	1263								
				<b>Suspensions (OSYD Reporting) - Total Number:</b>							
				<i>(As of June 30)</i>			2007-08	2008-09	2009-10		
				# in Self-Contained Classes	11	12	23	Principal Suspensions	25	14	TBD
				# in Collaborative Team Teaching (CTT) Classes	38	44	47	Superintendent Suspensions	2	1	TBD
				Number all others	34	34	30	<b>Special High School Programs - Total Number:</b>			
				<i>These students are included in the enrollment information above.</i>			<i>(As of October 31)</i>				
								CTE Program Participants	0	0	0
								Early College HS Program Participants	0	0	0
				<b>English Language Learners (ELL) Enrollment:</b>							
				<i>(BESIS Survey)</i>							
				<i>(As of October 31)</i>			2007-08	2008-09	2009-10		
				# in Transitional Bilingual Classes	0	0	0	<b>Number of Staff - Includes all full-time staff:</b>			
				# in Dual Lang. Programs	0	0	0	<i>(As of October 31)</i>			
				# receiving ESL services only	340	322	304	2007-08	2008-09	2009-10	
								Number of Teachers	75	84	TBD

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	5	7	40	Number of Administrators and Other Professionals	13	13	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	4	3	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(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	98.8	TBD
				% more than 2 years teaching in this school	76.0	67.9	TBD
				% more than 5 years teaching anywhere	65.3	59.5	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED	96.0	93.0	TBD
American Indian or Alaska Native	0.6	0.6	0.5		100.0	100.0	TBD
Black or African American	1.4	1.0	0.9				
Hispanic or Latino	41.9	39.4	39.0				
Asian or Native Hawaiian/Other Pacific Isl.	42.2	44.2	44.5				
White	14.0	14.7	14.7				
Male	51.0	50.2	48.7				
Female	49.0	49.8	51.3				
<b>2009-10 TITLE I STATUS</b>							
√	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
				√	√	√	√
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
<b>Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:</b>							
	<b>Phase</b>			<b>Category</b>			
	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							
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	√			ELA:			
Math:	√			Math:			
Science:	√			Graduation Rate:			
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
<b>Student Groups</b>	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native	-	-					
Black or African American	-	-	-				
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	√	√					
White	√	√	-				
Multiracial							
Students with Disabilities	√	√	-				
Limited English Proficient	√	√					
Economically Disadvantaged	√	√					
<b>Student groups making AYP in each subject</b>	<b>7</b>	<b>7</b>	<b>1</b>				
<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results – 2008-09</b>				<b>Quality Review Results – 2008-09</b>			
<b>Overall Letter Grade:</b>	A			<b>Overall Evaluation:</b>	NR		
<b>Overall Score:</b>	93.7			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data			
School Environment:	10.2			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:	20.8			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	54.4						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	8.3						
<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
√ = Made AYP				Δ = Underdeveloped			
√ <sup>SH</sup> = 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			
<b>KEY: PROGRESS REPORT DATA</b>				◇ = 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.							
<i>Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.</i>							
** <a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a>							

## 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?

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In 2009-2010 our school's Progress Report maintained an A grade. The overall score for student progress was 38.6 out of 60. Additionally, the school received extra credit for closing the achievement gap for English Language Learners (Math), Special Education Students, Hispanic Students in the Lowest Third Citywide (Math). We also received extra credit in ELA and Mathematics for Special Education Students (CTT). The school's AOR report indicates that students in all subgroups, with the exception of Students with Disabilities, made Adequate Yearly Progress in English Language Arts, Mathematics, and Science, in all accountability measures.

A review of the most recent data in English Language Arts reveals a decrease in the percentage of students scoring at levels 3 and 4 in grade 3 (-37.3), grade 4 (-15.5), and grade 5 (-15.1).

In Mathematics, our most recent state testing results also show a decrease in levels 3 and 4 students in grade 3 (-29), grade 4 (-11.5), and grade 5 (-7.4). As a point of explanation, this decline in proficiency is likely to be the result of the redefinition of the cut scores needed to achieve a desired percentage of levels 3 and 4 achievement. However, as our Progress Report indicates, our students continued to make progress when evidenced in the grade of A in Progress. The performance of grade 3 students in ELA will be carefully monitored through the analysis of data from ARIS, the Progress Report and Inquiry Team work, and additional differentiated instructional support will be provided in order to improve on the results in student achievement given their lower achievement rate when compared to grades 4 and 5 in ELA. It is noteworthy to mention that when compared to citywide proficiency, P.S. 69's score change in ELA for grades 3 to 4 is -16.4 and the citywide change was -23.8 and in grades 4 to 5, P.S. 69's change was -16.7 and the citywide change was -22.7. In mathematics, P.S. 69's proficiency change was -14 for grades 3 to 4 and the citywide change was -33 and in grades 4 to 5, P.S. 69's change was -8.9 while the citywide change was -25.2.

Our accomplishments include our success in working with our at-risk students. The percentage of students at level 1 in grade 3 English Language Arts was 6% in 2010, grade 4 was 5% in 2010 and grade 5 was 7% in 2010. In Mathematics, 5% in grade 3 in 2010, 3% in grade 4 in 2010, and 2% in grade 5 in 2010. We have made progress in the use of formal and informal assessments data which is used to plan and individualize instruction and meet the needs of each of our students. Our learning environment is positive and stimulating providing challenging, rigorous instruction for our students in order to support academic achievement. We continue to offer enrichment opportunities to all our students through the Schoolwide Enrichment Model which offers our students opportunities to explore interests and expand their knowledge.

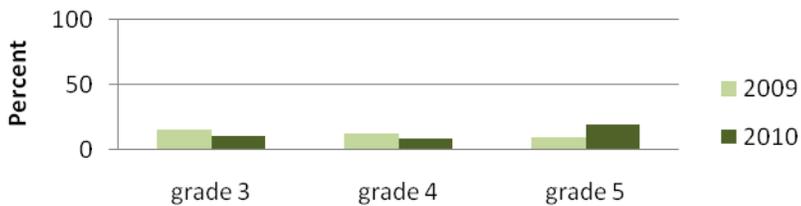
Barriers include large classes, often at maximum registers, especially in grades 4 and 5 which pose a challenge for teachers in their ability to spend more time individualizing instruction.

The following tables are a summary of the state tests (ELA and Mathematics) results for the last two years.

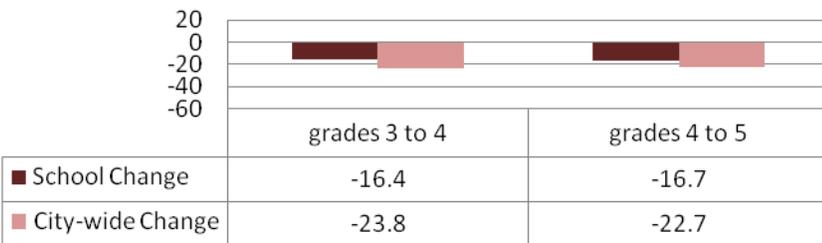
### PS 69 ELA Proficiency 2009-2010



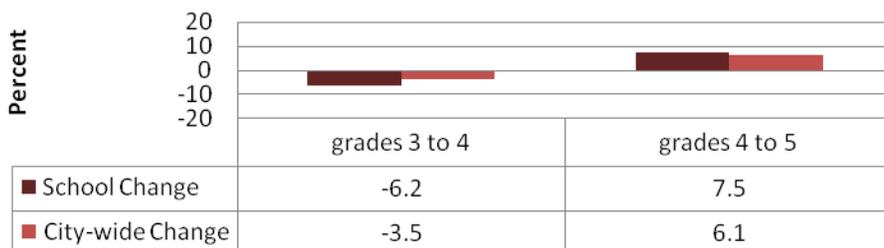
### PS 69 ELA Level 4 Students 2009-2010



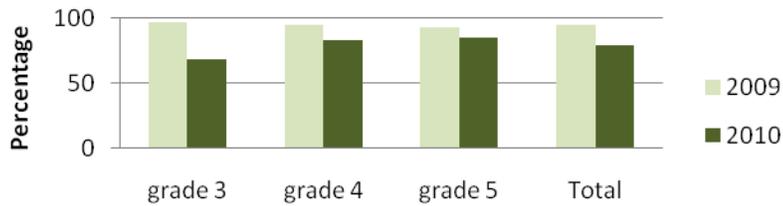
### Comparing PS 69 to Citywide ELA Proficiency Cohort Change 2009-2010



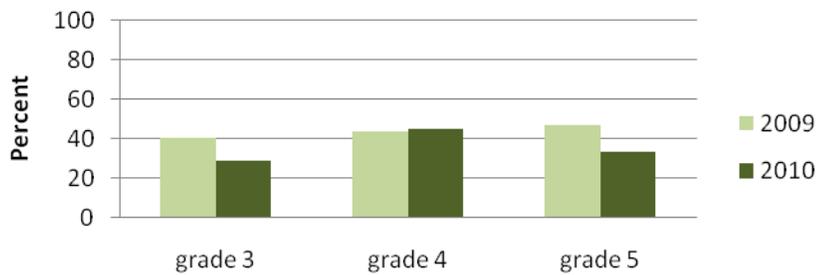
### Comparing PS 69 to Citywide ELA Level 4s Cohort Change 2009-2010



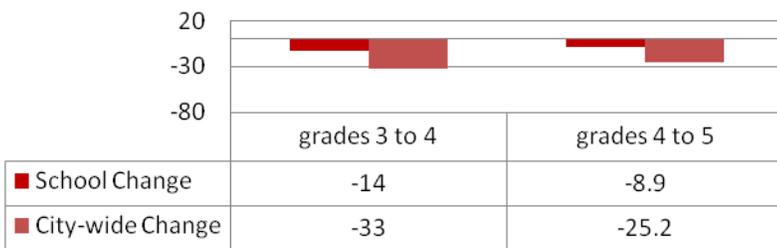
### PS 69 Math Proficiency 2009-2010



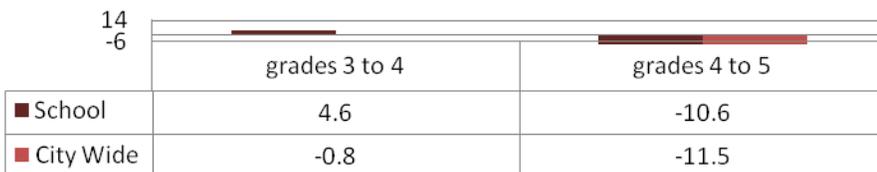
### PS 69 Math Level 4 Percentages 2009-2010



### PS 69 Compared to Citywide Math Cohort Change 2009-2010



### PS 69 Compared to Citywide Math Level 4 Cohort Change 2009-2010



## 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.

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Based on our review of the school's comprehensive needs assessment, Quality Review, Progress Report, and Accountability and Overview Report, we have developed five annual school goals.

Goal 1: *Literacy:* A review of literacy assessments for the last two years is indicative of a pattern of 1<sup>st</sup> and 2<sup>nd</sup> grade students (45% of students in 1<sup>st</sup> grade) not meeting their independent reading benchmark by the end of the year. It has been determined that there is a need to increase the number of students meeting their grade level independent reading benchmark. **Goal:** By June 2011, there will be at least a 5% increase in the number of second grade students meeting grade level benchmarks on the independent reading (running record) subtest of the TCRWP Assessment.

Goal 2: *Mathematics:* Based on a review of the math strands and the results of student performance on the State Mathematics Test, it has been determined that 3<sup>rd</sup> grade students need continued progress in measurement skills. **Goal:** By June 2011, there will be an increase of 8 % of 3<sup>rd</sup> grade students' understanding of measurement skills as measured by the State Mathematics Test.

Goal 3. *English Language Learners:* Based on TCRWP Assessment results, it was determined that a significant number of upper grade students continue to need academic intervention in order to be better prepared and on grade level in reading. **Goal:** By June 2011, 1-2 year ELLs in third to fifth grades will show at least one year worth of gains in reading as measured by the TCRWP running records.

Goal 4. *Art:* P.S. 69 is the magnet school for cultural and performing arts. Although we do not receive funding, it continues to be a priority to and focus in our school. Student participation in the arts is a focus in our efforts to provide students with a well rounded educational program. Though it may not be captured in the Annual Arts Education Survey, we provide many opportunities for enrichment to all our students. **Goal:** By June 2011, we will increase student participation in the arts by at least 3.5 instructional hours per student in Grades 2 and 5 as indicated in our Annual Arts in Schools Report.

Goal 5. *Learning Environment Survey:* We have an actively involved parent population, however, this is not reflected in the response rate in the Learning Environment Survey. We see a continued need to increase parent response rate on the Learning Environment Survey. This will give us more accurate access to data related to conditions for learning, academic expectations, communication, engagement, and safety and respect. **Goal:** *By June 2010, the parent response rate will increase by 5% on the Learning Environment Survey from the 09-10 Survey response.*

Goal 6. *Students with Disabilities:* A review of each accountability group performance in the English Language Arts accountability measures indicates that Students with Disabilities did not meet the criterion for Adequate Yearly Progress. Based on this, we recognize the continued need for specialized reading instruction for SWD. **Goal:** By June 2011, there will be a 10% increase in the number of students with disabilities making at least two reading levels gains from the September assessment on the independent reading subtest (running record) of the TCRWP Assessment.

**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><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, there will be at least a 5% increase in the number of second grade students meeting grade level benchmarks on the independent reading (running record) subtest of the TCRWP Assessment.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• To provide all students with a balanced literacy curriculum using the TCRWP program which includes daily Readers Workshop, Shared Reading, Read Aloud, and Word Study.</li> <li>• Classroom teachers and Reading push-in teachers will formally assess, three times per year, students in all aspects of literacy, which includes independent reading level, spelling and sight word recognition.</li> <li>• Classroom teacher and Reading push-in teacher will conduct informal ongoing assessments of students independent reading levels (as per Fountas and Pinnell) using TCRWP benchmark books to ensure appropriate movement in levels.</li> <li>• Classroom teacher and Reading push-in teacher will provide differentiated instruction to all students in reading through individual, conferences, guided reading, and strategy lessons.</li> <li>• To schedule, from September through June, ESL push-in teachers for the purpose of providing effective differentiated instruction in second language acquisition and English Language Arts through push in mode of small group instruction.</li> <li>• To schedule, from September through June, the ECCSR teacher for the purpose of providing additional literacy instruction in small groups for at risk 2<sup>nd</sup> grade students.</li> <li>• Teachers will provide an additional 112 minutes of small group instruction each week to ELL and at risk students during extended day.</li> <li>• Formal monitoring of progress by grade supervisor, Literacy Coach, and Teachers in December, March, and May to evaluate and determine effectiveness of strategies and plan accordingly.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <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>As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, and human resources to implement this action plan from Sept. 2010 to June 2011 as indicated below:</p> <ul style="list-style-type: none"> <li>• Supervisor per session (3 days per week- Title III – for ELLs)</li> <li>• Teacher per session (3 days per week – Title III – for ELLs)</li> <li>• Continued support from Literacy Coaches to support curriculum and assessments during the school day.</li> <li>• Consumable instructional materials for use during extended day program.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• <b>Initial Indicators – Sept. 2010</b> – Discussion and assessment of entering 2<sup>nd</sup> grade students to determine students at risk of not meeting 2<sup>nd</sup> grade reading benchmarks in the TCRWP assessment.</li> <li>• <b>December 2010</b> – Using the TCRWP Assessment benchmark books and the TCRWP pacing chart, teachers will analyze growth by looking at the movement of levels.</li> <li>• <b>March 2011</b> - Review of Reading Level Reports to determine the percentage of students in each 2<sup>nd</sup> grade class at each benchmark and plan reading strategies to address students' needs.</li> <li>• <b>May 2011</b>- Using the TCRWP Reading Level Class Report teachers will measure the total percent of students at each benchmark and analyze growth to determine the accomplishment of the goal.</li> </ul>

**Mathematics**

**Subject/Area (where relevant):**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, there will be an increase of 8 % of 3<sup>rd</sup> grade students’ understanding of measurement skills as measured by the State Mathematics Test.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• 20% of Math instructional time will be focused on measurement skills with a specific focus on Time, Money and Linear measurement.</li> <li>• Flexible small group instruction with classroom teachers assisted by math teacher specialists and ELL teacher specialists.</li> <li>• Data will be collected through predictive and interim assessments, unit tests, student portfolios and on going daily assessments.</li> <li>• Everyday Math program on going daily assessment, unit test assessments to facilitate small group instruction.</li> <li>• Active engagement of all students with hands on activities using manipulatives focusing on measurement skills of Time, Money &amp; Linear measurement skills</li> <li>• Rubrics to assess and revise math instruction</li> <li>• Review 3<sup>rd</sup> grade student data using the end of 2<sup>nd</sup> grade assessment to create awareness of those most in need of Math AIS</li> <li>• Review mid year data to assess progress of each student</li> <li>• Predictive Assessments will inform instruction, as follow-up there will be a regular review of data by all teachers involved in math instruction using common planning time staff conferences and regular professional development.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, and human resources to implement this action plan from Sept. 2010 to June 2011 as indicated below:</p> <ul style="list-style-type: none"> <li>• Supervisor per session (3 days per week- Title III – for ELLs)</li> <li>• Teacher per session (3 days per week – Title III – for ELLs)</li> <li>• Continued support from AIS teachers to support curriculum and assessments during the school day.</li> <li>• Consumable instructional materials for use during extended day program.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• <b>Initial Indicators – Sept. 2010</b> – Discussion and assessment of entering 3<sup>rd</sup> grade students to determine students level of proficiency in the measurement skills.</li> <li>• <b>December 2010</b> – Use of the Everyday Math end of unit assessments and ACUITY assessments to analyze growth and inform instruction.</li> <li>• <b>March 2011</b> - Review of math assessments to include unit tests, AIS teacher’s formal and informal assessments, review of student work, review of interim assessments to determine the percentage of students in each 3<sup>rd</sup> grade class at benchmark and plan/revise strategies to address students’ needs.</li> <li>• <b>May 2011</b>- Using the ACUITY assessments, teachers will measure the total percent of students at each benchmark and analyze growth to predict the accomplishment of the goal.</li> <li>• <b>June 2011</b> – Utilize item analysis results to determine accomplishment of goal.</li> </ul>

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**Subject/Area (where relevant):** English Language Learners

<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By June 2011, 1-2 year ELLs in third to fifth grades will show at least one year worth of gains in reading as measured by the TCRWP running records.
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<ul style="list-style-type: none"> <li>• Two extended days per week will be devoted to QTel strategies to improve reading comprehension.</li> <li>• Conduct professional development workshops for teachers who work with third to fifth grade ELLs focusing on reading comprehension strategies.</li> <li>• To provide all students with a balanced literacy curriculum using the TCRWP program which includes daily Readers Workshop, Shared Reading, Read Aloud, and Word Study.</li> <li>• Classroom teachers and Reading push-in teachers will formally assess, three times per year, students in all aspects of literacy, which includes independent reading level, spelling and sight word recognition.</li> <li>• Classroom teacher and Reading push-in teacher will conduct informal ongoing assessments of students independent reading levels (as per Fountas and Pinnell) using TCRWP benchmark books to ensure appropriate movement in levels.</li> <li>• Classroom teacher and Reading push-in teacher will provide differentiated instruction to all students in reading through individual, conferences, guided reading, and strategy lessons.</li> <li>• Formal monitoring of progress by grade supervisor, Literacy Coach, and Teachers in December, March, and May to evaluate and determine effectiveness of strategies and plan accordingly.</li> </ul>
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<p>As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, and human resources to implement this action plan from Sept. 2010 to June 2011 as indicated below:</p> <ul style="list-style-type: none"> <li>• Supervisor per session (3 days per week- Title III – for ELLs)</li> <li>• Teacher per session (3 days per week – Title III – for ELLs)</li> <li>• Continued support from Literacy Coaches to support curriculum and assessments during the school day.</li> <li>• Consumable instructional materials for use during extended day program.</li> </ul>
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> <li>• <b>Initial Indicators – Sept. 2010</b> – Discussion and assessment of entering 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade one to two year ELL students to determine entering reading level using the TCRWP assessment.</li> <li>• <b>December 2010</b> – Using the TCRWP Assessment benchmark books and the TCRWP pacing chart, teachers will analyze growth by looking at the movement of levels.</li> <li>• <b>March 2011</b> - Review of Reading Level Reports to determine the percentage of one to two year ELL students in each grade (3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup>) at each benchmark and plan reading strategies to address individual students’ needs.</li> <li>• <b>May 2011</b>- Using the TCRWP Reading Level Class Report teachers will measure the total percent of one to two year ELL students in grades 3, 4, and 5, at each benchmark and analyze growth to determine the accomplishment of the goal.</li> </ul>

**Subject/Area (where relevant):** Arts

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, we will increase student participation in the arts by at least 3.5 instructional hours per student in Grades 2 and 5 as indicated in our Annual Arts in Schools Report.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• We will increase the Grade 5 teacher participation by 12.5% in our Federal Grant program entitled “Nations in the Neighborhood”. These teachers will engage in professional development in a weeklong summer institute, as well as during the school year, and will receive materials to enhance their instruction in the arts, language arts, social studies and enrichment.</li> <li>• We will increase Grade 5 student participation in the Federal Grant program entitled “Nations in the Neighborhood” by at least 14%. These students will participate in a dance, theater, and/or visual arts 16-week residency program. They will increase their participation in the arts by an average of 20 instructional hours as measured by the Annual Arts in Schools Report.</li> <li>• The Art Cluster position will have a dedicated space to conduct a Visual Arts program, focusing on engaging students in Grades 2 through 5 in the visual arts.</li> <li>• We will increase direct instructional time in the Visual Arts Cluster by an average of 6.5 hours per student per year by creating a dedicated classroom for the visual arts program.</li> <li>• Grade 2 students will increase their annual arts instructional time from 4.5 hours to 7.0 hours by participating in an Arts residency with City Lore. This residency program will focus on complementing our 2010-2011 school wide magnet of Asia by integrating an arts residency program of at least 8 weeks in Grade 2.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, and human resources to implement this action plan from Sept. 2010 to June 2011 as indicated below:</p> <ul style="list-style-type: none"> <li>• 7 teachers will implement arts program during the school day through Nations in the Neighborhood grant</li> <li>• Parents Association will fund materials for enrichment cycles in grades 2, 4, and 5</li> <li>• School funds will fund consumable materials for enrichment cycles in grades k, 1, and 3.</li> <li>• Continued support from SEM/Magnet Teacher Specialist to support enrichment during the school day.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• <b>Initial Indicators – Sept. 2010</b> – Attendance at and participation in the annual summer institute, planning and implementation of residency.</li> <li>• <b>December 2010</b> – During Common Planning periods for all grades, teachers will review and update the 2010-2011 Arts Data Collection forms.</li> <li>• Observation of student’s ability to respond to artworks.</li> <li>• Observation of student’s interpretation skills such as hypothesizing, reasoning, building schema when interpreting art and text.</li> <li>• Observation of teachers using materials and knowledge gained through professional development in social</li> </ul>

	<p>studies, arts and enrichment instruction.</p> <ul style="list-style-type: none"> <li>• <b>March 2011</b> - During Common Planning periods for all grades, teachers will review and update the 2010-2011 Arts Data Collection forms.</li> <li>• Observation of student's ability to respond to artworks.</li> <li>• Observation of student's interpretation skills such as hypothesizing, reasoning, building schema when interpreting art and text.</li> <li>• Observation of teachers using materials and knowledge gained through professional development in social studies, arts and enrichment instruction.</li> <li>• <b>May 2011</b>- During Common Planning periods for all grades, teachers will review and update the 2010-2011 Arts Data Collection forms.</li> <li>• Observation of student's ability to respond to artworks.</li> <li>• Observation of student's interpretation skills such as hypothesizing, reasoning, building schema when interpreting art and text.</li> <li>• Observation of teachers using materials and knowledge gained through professional development in social studies, arts and enrichment instruction.</li> <li>• <b>June 2011</b> - NIN grant – Teachers involved in grant will engage in evaluation and assessment meetings with administration and CityLore representatives.</li> <li>• Observation of student's ability to respond to artworks.</li> <li>• Observation of student's interpretation skills such as hypothesizing, reasoning, building schema when interpreting art and text.</li> <li>• Observation of teachers using materials and knowledge gained through professional development in social studies, arts and enrichment instruction.</li> </ul>
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**Subject/Area (where relevant):**

**Learning Environment Survey**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, the parent response rate will increase by 5% on the Learning Environment Survey from the 09-10 Survey response.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• To provide varied times for parent meetings to share and understand the Progress Report.</li> <li>• The SLT will share the decision making process with their respective constituencies on a monthly basis.</li> <li>• Provide opportunities for understanding accessing and interpreting on line school reports.</li> <li>• Provide parents with incentives to answer the Learning Environment Survey.</li> <li>• SLT members will educate member constituency on importance of survey as a learning tool for the school and a voice for parents to express themselves.</li> <li>• Encourage parent participation through planning school parent support, based on parents needs and interests.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, TL Parent Coordinator, TL Translation Services, TL Summer School Shared, and human resources to implement this action plan from Sept. 2010 to June 2011 as indicated below:</p> <ul style="list-style-type: none"> <li>• Parent Coordinator will provide informational meetings for parents during the school day to elevate parents level of understanding of school reports.</li> <li>• Parents Association will do outreach for donated goods and services as incentives to parents.</li> <li>• Continued support from SLT to support parents with understanding the Learning Environment Survey.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Increased participation at meetings and workshops by parents as noted on attendance records.</li> <li>• At least 64% completion response rate by parents on Learning Environment Surveys.</li> </ul>

**Subject/Area (where relevant):** Students with Disabilities

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, there will be a 10% increase in the number of students with disabilities making gains of at least four reading levels from the September assessment on the independent reading subtest (running record) of the TCRWP Assessment.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• To provide all SWD with a balanced literacy curriculum using the TCRWP program which includes daily Readers Workshop, Shared Reading, Read Aloud, and Word Study.</li> <li>• Classroom teachers and Reading push-in teachers will formally assess, three times per year, students in all aspects of literacy, which includes independent reading level, spelling and sight word recognition.</li> <li>• Classroom teacher and Reading push-in teacher will conduct informal ongoing assessments of students independent reading levels (as per Fountas and Pinnell) using TCRWP benchmark books to ensure appropriate movement in levels.</li> <li>• Classroom teacher and Reading push-in teacher will provide differentiated instruction to all students in reading through individual, conferences, guided reading, and strategy lessons.</li> <li>• To schedule, from September through June, Reading push-in teachers trained in Wilson/Fundations reading program for the purpose of providing effective differentiated instruction in phonics through push in mode of small group instruction.</li> <li>• Teachers will provide an additional 112 minutes of small group instruction each week to SWD during extended day.</li> <li>• Formal monitoring of progress by grade supervisor, Literacy Coach, and Teachers in December, March, and May to evaluate and determine effectiveness of strategies and plan accordingly.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, and human resources to implement this action plan from Sept. 2010 to June 2011 as indicated below:</p> <ul style="list-style-type: none"> <li>• Continued support from Literacy Coaches to support curriculum and assessments during the school day.</li> <li>• Additional prep programmed for team teachers and self contained teachers to plan instruction for their SWD.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• <b>Initial Indicators – Sept. 2010</b> – Discussion and assessment of SWD to determine students present reading levels in the TCRWP assessment.</li> <li>• <b>December 2010</b> – Using the TCRWP Assessment benchmark books and the TCRWP pacing chart, teachers will analyze growth by looking at the movement of levels.</li> <li>• <b>March 2011</b> - Review of Reading Level Reports to determine the percentage of SWD in each benchmark and plan reading strategies to address students’ needs.</li> <li>• <b>May 2011</b>- Using the TCRWP Reading Level Class Report teachers will measure the total percent of students at each benchmark and analyze growth to determine the accomplishment of the goal.</li> </ul>

## **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	6	2	1	
1			N/A	N/A	10	1	1	
2	44		N/A	N/A	12			
3	65	70	N/A	N/A	12		2	
4	51	60			15			
5	64	65			20	2	1	
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)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	Small group instruction delivered by Reading Push-in teacher to all level 1 and 2 students as well as on flexible duration based on need, during the literacy period during the day to grades 3,4,5 students. Wilson Reading Program for grades 3,4,5 students who have been identified. Foundations reading program for grade 2 students who have been identified, provided by Early Childhood Class Size Reduction Teacher during the day and during the literacy period. After school reading program for grades 3,4,5 students 3X per week from February 2010 to April 2010. Early Childhood Class Size Reduction Teacher provides small group instruction to K students. Paraprofessional provides small group instructional support to grades K and 1 ESL students in self-contained classes.
<b>Mathematics:</b>	Small group instruction delivered by Math Push-in teachers during the math periods to level 1 and 2 students as well as on flexible duration based on need, to grades 3,4,5 students. After school math program 3 times a week from February to April.
<b>Science:</b>	Small group instruction provided by classroom teacher during the science period Technology based programs to individualize instruction. ELL students may have the services of an ESL push-in teacher to provide small group instruction with ESL strategies.
<b>Social Studies:</b>	Technology teacher supports and reinforces instruction through on-line based programs during the technology period. Small group instruction provided by classroom teacher during the social studies period.
<b>At-risk Services Provided by the Guidance Counselor:</b>	Guidance Counselor provides services for students on individual basis and forms groups based on commonalities. SAPIS counselor provides services for students at risk in an individual and small group basis.
<b>At-risk Services Provided by the School Psychologist:</b>	At risk counseling services provides on an individual basis by school Psychologist.
<b>At-risk Services Provided by the Social Worker:</b>	At risk counseling services provided on an individual basis by social worker
<b>At-risk Health-related Services:</b>	At risk services provided by School Nurse on an individual basis, as needed. School nurse also schedules two groups of students for a cycle each to address asthma education.

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

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*NCLB/SED requirement for all schools*

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

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**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) 2-5 Number of Students to be Served: 100 LEP \_\_\_\_\_ Non-LEP \_\_\_\_\_

Number of Teachers 5 Other Staff (Specify) One (1) Supervisor

**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.

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P.S. 69's Title III instructional program provides our English Language Learners with supplemental instruction through an after school program . The instructional program will service ELLs in grades 2 - 5 who scored at beginning, intermediate and advanced levels on the NYSESLAT and include any ELL with interrupted formal education. It is anticipated that this program will run for the 2010-2011 school year. The after school classes will meet for 36 sessions after the school day ends, from 3:20pm to 4:50pm (1.5 hours) beginning in January and ending in April. Approximately 100 students will be in small classes of no more than twenty students to insure that students will get individualized attention to meet their needs. The focus for literacy instruction will be on expository writing to prepare students for the NYSESLAT and reading comprehension to prepare students for the statewide assessments. Certified ESL teachers will provide supplemental instruction in alignment with the content area city and state performance standards, using ESL methodologies to help students achieve higher scores on the NYSESLAT and city and state assessments. ELL students will be provided with a wide range of meaningful and motivating learning opportunities that will allow them to learn the language as they build their literacy skills. This language rich learning environment will immerse them in reading, writing, speaking, listening, and thinking for authentic purposes. Teachers will confer with children's classroom teachers, maintain home contact with students' parents and will confer with students on a regular basis. Teachers will maintain portfolios of student work to assess progress and plan instruction on an ongoing basis. 20% of one ESL Teacher's salary will be charged to Title III. Pre-service training activities for the Title III teachers will include: ESL methodologies for teaching expository writing and using technology to improve vocabulary and reading comprehension. The teachers teaching this supplemental program are ESL teachers however, they are teaching different grade levels and need support focusing on addressing the students' developmental growth. \$4,622 (10%) from the budget will be used for parent involvement. The parent and community involvement will focus on hands-on workshops and parent and child trips to cultural organizations, related to our magnet theme, Asia. Two parent workshops are planned and titled "Learning English Using the Internet – Part I and Part II" These workshops will include hands on instruction on using programs through our school links, and help parents and children acquire English language skills including learning the basics, learning English grammar in a fun way, and exercises and puzzles to help learn English. A cultural trip in the spring is planned to the Queens Museum for one hundred parents and their children. This includes a workshop, a tour of the panorama and a visit to a magnet theme related exhibit, and parent/child activities . This will support student learning in relation to our magnet theme and our ongoing emphasis on multicultural awareness and celebration. Light refreshments will be provided to workshop attendees.

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

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P.S. 69's professional development for Title III teachers will include after school training sessions that focus on helping ELLs achieve success in school. The five participating teachers will be paid at training rate for two sessions, two hours each. One ESL/ teacher will facilitate these workshop sessions and will be paid at teacher per session rate for two sessions, three hours each (one hour of preparation ahead of the training). Topics of workshops include ESL methodologies for teaching expository writing and using technology to improve vocabulary and reading comprehension.

School:     P.S. 69Q     BEDS Code: 343000010069

**Section III. Title III Budget**

**Title III LEP Program**

**School Building Budget Summary**

<b>Allocation Amount: \$46,220</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$17,584	270 hours of per session for ESL teachers (5 teachers at 1.5 hours per day, for 36 sessions, Mon., Tues., and Wed.) to support ELL students: 270 hours X \$49.89 (current teacher per session rate with fringe) = \$13,470 60 hours of per session for supervisor: 60 hours X 52.21 (current supervisor per session rate with fringe)= \$3,133 20 hours of training for ESL teachers (5 teachers @ 4 hours per teacher) to prepare for program: 20 hrs X22.72 (current trainee rate with fringe)= \$682 6 hours per session for trainer (at current per session rate with fringe)= \$299
<b>Purchased services</b> - High quality staff and curriculum development contracts.	n/a	n/a
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$9,238	Getting Ready for the NYSESLAT and Beyond; Scholastic Success with Grammar; Empire State NYSESLAT ; leveled books Leveled Books, general supplies.
<b>Educational Software (Object Code 199)</b>	n/a	n/a
<b>Travel</b>	n/a	n/a
<b>Other</b>	\$14,776 \$4,622	20% of FTE Salary 10% for Parent Involvement activities <ul style="list-style-type: none"> <li>• 36 hours of per session for teachers (6 teachers at 6 hrs/teacher for a Saturday trip in the Spring) 36 hrs X \$49.89 = \$1,797</li> <li>• \$1,050 for buses</li> <li>• \$1,275 admission fees (includes activity fee)</li> <li>• 8 hrs of per session for 2 teachers for 2 workshops @ 2 hrs/workshop 8 hrs X \$49.89= \$400</li> <li>• \$100 for light refreshments</li> </ul>
<b>TOTAL</b>	<b>\$46,220</b>	

### **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**

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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.

**P.S.69-Q recognizes the importance of communicating with parents. We have been providing written translations of memos for parents into the most commonly spoken languages. Our administration, ESL teachers, and Parent Coordinator work collaboratively to assess our schools written translation and oral interpretation needs by examining the RPOB report from ATS which is based on the Home Language Surveys filled out by parents of our students. We also send out a parent survey requesting preferred language of communication. The major languages spoken, other than English, are**

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.

**P.S.69-Q strives to effectively communicate with parents. One way of accomplishing this is by surveying parents each September for their preferred language to communicate orally and in writing. Following are the languages of highest need for translation services: Spanish, Bengali, and Urdu. The findings of our Needs Assessment were shared with our staff and Parent Coordinator at a staff meeting and with the parents at a PA meeting (Sept./ Oct. meeting).**

#### **Part B: Strategies and Activities**

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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.

**In order to ensure timely provision of translated documents to parents, the documents have been translated in-house by school staff and parent volunteers. In the event that we do not have the required staff or volunteers to provide translations into the eight covered languages, we will contact the Translation and Interpretation Unit at the Department of Education. Many of the initial informational parent memos have been translated so they are ready for the first week of school. This will ensure equity to all parents and students and aid us in fostering effective communication between the home and the school.**

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.

**Interpretation Services will also be provided in-house by school staff and parent volunteers. We will contact the Translation and Interpretation Unit at the Department of Education to try to schedule translators for important school events, such as Parent-Teacher Nights, when we assess that we do not have the necessary means in house to provide adequate interpretation services for our parents. Teachers/Staff are also provided with the Over-the-phone translation services available through the DOE's Translation and Interpretation Unit.**

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.69-Q will provide each parent who requires language assistance service with written notification of their rights regarding translation and interpretation services with instructions on how to obtain such services. A sign in each of the covered languages is posted in a conspicuous location near the entrance to the school indicating the room where a copy of the written notification can be obtained.**

## 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:	699,046	38,502	737,548
2. Enter the anticipated 1% set-aside for Parent Involvement:	6,991	389	7380
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	34,953	*	
4. Enter the anticipated 10% set-aside for Professional Development:	70,000	*	

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.

### **P.S. 69Q PARENT INVOLVEMENT POLICY**

We, the administrators, staff and teachers of **P.S. 69Q – The School of Cultural and Performing Arts**, strongly believe that teaching is a shared responsibility to be divided between the parents and the school, with the parents being the child’s first and most enduring teachers. We also acknowledge the decades of research showing that students’ academic success, self-esteem and general perspective on life and the world are greatly influenced by their parents’ involvement in education from pre-kindergarten through high school.

That having been said, P.S. 69Q is keenly aware that in order to provide our students with an environment which will enable them to reach their fullest potential and foster in them a love of learning and education, it must institute and consistently maintain systems and programs which allow the parents, school and community to function as full partners. It is only by recognizing the need for such a partnership and devising a plan satisfying its creation and fulfillment that P.S. 69Q will be able to achieve its commitment to its students.

With a reciprocal and mutually respectful and trusting relationship with the parents of its students as well as with the community at large being the key to facilitating and maintaining active parental involvement, P.S. 69 shall:

1. Plan, implement, assess and, as necessary, revise effective parent involvement activities aimed at improving student academic achievement and school performance;
2. Build the school’s and the parents’ capacity for strong parental involvement through collaborative school-parent planning, ongoing parent-school communication, and integration of parents into professional development and other school activities;
3. Continue to encourage parental involvement in the planning of programs and activities as regulated by the Title I, Title III, Title IV and the No Child Left Behind legislation. This will include convening an annual meeting to:
  - a. Explain to parents the requirements of these laws in simple, direct and understandable terms;
  - b. Inform parents of the school’s participation in such programs, and include them, in an organized, ongoing and timely way, in the planning, review, improvement and revision of such programs as mandated by law and regulation ;
  - c. Explain and answer any questions as to the rights of the parents to be informed about and involved in these programs.
4. Inform and explain to parents the learning goals students are expected to meet as required by New York City, New York State and federal academic achievement standards, and how students progress is measured, as well as provide information regarding the curriculum currently in use at the school;
5. Inform of and provide to parents with any training and materials available to them to help them work with their children;

6. Inform parents of any resources, such as transportation and child care, which may be available in order to allow them to attend and participate in school events;
7. Inform them of and bring to the parents any other programs available through community resources, which may be of use or interest to them, whenever possible;
8. Include in its Parental Involvement Policy a School-Parent Compact, a written agreement outlining and describing more specifically the rights, responsibilities and commitments of the parents, the children and the school with regard to honoring their partnership roles in helping the students realize their maximum academic, personal and social potential.

P.S. 69Q shall accomplish these goals through the following means:

1. By convening regular meetings, at times facilitating greatest parental participation, at which parents will be able to gain information, voice opinions and offer approval or rejection of proposed programs and policies. These shall include the following meetings:
  - a. Monthly meetings of the general PA membership;
  - b. Monthly meetings of the School Leadership Team;
  - c. Meetings of any standing PA committees;
  - d. Meetings of any parental action committees as formed in accordance with PT bylaws;
  - e. Meetings called by the Parent Coordinator in order to maintain open communication with the parents and monitor their concerns, interests, and needs.
2. By establishing various forms of clear and consistent communication with the parents through letters, email, newsletters and phone calls when necessary, encouraging regular discussion about and participation in school programs, students' academic progress and behavioral management. Such communication shall be provided in alternative formats and languages as necessary, and shall stress the importance of communication between the teachers and parents through
  - a. Regular attendance of parent-teacher conferences;
  - b. Frequent reports to parents on their child's progress;
  - c. Reasonable access to staff.
3. By providing to the parents alternate means of communicating their concerns and suggestions, including but limited to:
  - a. A suggestion box;
  - b. A parking lot board at meetings;
  - c. An open door policy to the Parent Coordinator.
4. By providing all parents with a copy of this Parent Involvement Policy, in English and other appropriate languages, and its inherent School-Parent Compact component.

**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.

## ***SCHOOL – PARENT COMPACT***

**P.S. 69Q, recognizing that parents/guardians are full partners with educators, works cooperatively to provide for the successful education of their child. To honor the commitment of school and home relationships, we have developed a School-Parent Compact outlining the responsibilities and agreements that teacher, parents, and students pledge to ensure the best possible education for our students.**

### **P.S. 69 agrees:**

- To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.
- To offer a flexible number of meetings at various times.
- To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.
- To provide parents with timely information about all programs.
- To provide performance profiles and individual student assessment results for each child and other pertinent individual and school region education information.
- To provide high quality curriculum and instruction.
- To deal with communication issues between teachers and parents through:
  - Parent-teacher conferences at least biannually,
  - Frequent reports to parents on their children's progress,
  - Reasonable access to staff,
  - Opportunities to volunteer and participate in their child's class and observation of classroom activities.
- To assure that parents may participate in professional development workshops if the schools determines that it is appropriate.

### **The Parent/Guardian agrees:**

- To become involved in developing, implementing, evaluating, and revising the school parent-involvement policy.
- To use or ask for technical assistance training that the local education authority or school may offer on child rearing practices and teaching and learning strategies.
- To work with our child/children on their schoolwork.

- To read for 15 to 30 minutes per day to K through 1<sup>st</sup> grade.
- To listen to grade 2 and 3 read for 15 to 30 minutes per day.
- To monitor our child/children's:
  - Attendance at school
  - Homework
  - Television watching
- To share the responsibility for improved student achievement.
- To communicate with our child/children's teachers about their educational needs.
- To ask parents and parent groups to provide information to the school on what type of training or assistance they would like and/or need to help them be more effective in assisting your child/children in the educational process.

*Please complete, sign and return the tear-off below*

**SCHOOL-PARENT COMPACT SIGNATURE SECTION**

We agree to work together, to the best of our abilities, as educators and parents to fulfill our common goal of providing for the successful education of our children.

\_\_\_\_\_  
*Principal*

\_\_\_\_\_  
*Child's name and Class*

\_\_\_\_\_  
*Telephone Number*

\_\_\_\_\_  
*Signature of Parent/Guardian*

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Print Name**

\_\_\_\_\_  
**Telephone Number**

\_\_\_\_\_  
**Date**

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

### Section I: Schoolwide Program (SWP) Required Components

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

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

See Page 10

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

3. Instruction by highly qualified staff.

All of our teachers are certified and provide instruction in their license area. 100% of our teachers are fully licensed with 93% having completed their master's degree or higher.

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. Supervisors, Literacy/Math Coaches, and teachers attend professional development workshops through ICI, Central, Teachers College, and private providers.
- b. Classroom teachers, Enrichment Teacher Specialist, cluster teachers, bilingual, ESL, AIS, SBST, paraprofessionals, guidance, SETSS, and ECCSR teachers turnkey to appropriate teaching staff.
- c. Two Teachers College staff developers provide training in our literacy curriculum for all K-5 teachers, Reading teachers, and ESL teachers.
- d. Additional staff development is provided using a minimum of four designated professional development days, bi-monthly meetings during common preps, and grade conferences.
- e. Parent Coordinator attends ICI and outside workshops to develop and strengthen effective parenting skills.

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

As needed, we recruit highly qualified teachers through recommendations and open posted vacancies which are reviewed by a personnel committee. P.S. 69 attracts many applicants due to its special academic programs which include enrichment clusters, cultural studies and technology, arts, training in Teachers College balanced literacy, and Everyday math program.

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

Parent Involvement workshops given before, during, after school, and on Saturdays, focus on parents and children learning together. This includes reading together, hands-on math activities and games, test taking skills, and technology workshops. Workshops are geared for parental self-improvement including language skills, conflict resolution, and literacy and Everyday math in the real world.

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.

N/A

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

Teachers are trained to review assessments for the purpose of driving instruction. Academic assessments used are TCRWP Assessment, Predictive Assessments, Performance Series, state assessment results including item skills analysis in ELA and Math.

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.

- Academic Intervention Services (AIS) are provided for children in grades 3-5 experiencing difficulty in reading and math.
- Wilson Reading Foundations Program provides phonics instruction for at-risk grade 2 students.
- ECCSR provides additional assistance in literacy using small group instruction in Kindergarten classes.
- Self-contained ESL and CTT teachers differentiate instruction to meet the needs of students.
- Extended day program (37.5 minutes) four times per week is used to provide all at-risk students with additional assistance in literacy and math
- Mandated summer school instruction is provided for students not meeting promotional criteria;
- Additional support given to ELL students in after school programs (Title III) to raise academic achievement.

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.

- SAPIS/Project Share
- Conflict resolution
- Nutrition Committee
- Counseling groups involving children and guidance counselor
- Parent Involvement activities
- ESL/Bilingual parent involvement for intervention

## **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,</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of
--------------	--	---	--	---

**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:

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	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	✓			587,199	✓	15, 16, 17, 18, 19, 20, 21, 22
Title I, Part A (ARRA)	Federal	✓			38,502	✓	15, 16, 17, 18, 19, 20, 21, 22
Title II, Part A	Federal	✓			228,955	✓	15, 16, 17, 18, 19, 20, 21, 22
Title III, Part A	Federal	✓			46,220	✓	18, 27
Title IV	Federal	n/a			n/a	n/a	n/a
IDEA	Federal	✓			123,771	✓	22
Tax Levy	Local	✓			5,141,284	✓	15, 16, 17, 18, 19, 20, 21, 22

### Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

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

- b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
- 
- 4. Coordinate with and support the regular educational program;
  - 5. Provide instruction by highly qualified teachers;
  - 6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
  - 7. Provide strategies to increase parental involvement; and
  - 8. Coordinate and integrate Federal, State and local services and programs.

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

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

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

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

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

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

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

## **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>

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### **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.)

None at this time.

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

Services planned for students in temporary housing include support in transportation issues that may arise, AIS, counseling through our Guidance Counselor, Social Worker, and/or SAPIS counselor, differentiated instruction, Extended Day, and after school programs such as test preparation (if available).

### **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**

<b>School Name:</b>	P.S. 069 Jackson Heights					
<b>District:</b>	30	<b>DBN:</b>	30Q069	<b>School</b>		343000010069

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<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	71	72	72		95.0	95.5	95.4
Kindergarten	194	180	173				
Grade 1	182	193	194	<b>Student Stability - % of Enrollment:</b>			
Grade 2	163	192	204	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	217	194	215		91.8	93.2	95.0
Grade 4	211	215	189				
Grade 5	210	208	199	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		62.3	78.0	78.0
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		0	71	104
Grade 12	0	0	0				
Ungraded	0	9	7	<b>Recent Immigrants - Total Number:</b>			
Total	1248	1263	1253	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					37	34	28

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<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	23	20	Principal Suspensions	25	14	9
# in Collaborative Team Teaching (CTT) Classes	44	47	49	Superintendent Suspensions	2	1	0
Number all others	34	30	40				

*These students are included in the enrollment information above.*

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<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	Number of Teachers	75	84	86
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	13	13	7
# receiving ESL services only	322	304	TBD				
# ELLs with IEPs	7	40	TBD				

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

<b>Number of Educational Paraprofessionals</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	4	3	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	98.8	100.0
				% more than 2 years teaching in this school	76.0	67.9	83.7
				% more than 5 years teaching anywhere	65.3	59.5	70.9
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	96.0	93.0	94.2
American Indian or Alaska Native	0.6	0.5	0.3	% core classes taught by "highly qualified" teachers	100.0	100.0	100.0
Black or African American	1.0	0.9	0.8				
Hispanic or Latino	39.4	39.0	38.7				
Asian or Native Hawaiian/Other Pacific	44.2	44.5	46.0				
White	14.7	14.7	13.7				
<b>Male</b>	50.2	48.7	50.6				
<b>Female</b>	49.8	51.3	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

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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

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

#### Individual Subject/Area AYP Outcomes:

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

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

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	63.3	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	8.6	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	11.6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	38.6						
<i>(Comprises 60% of the</i>							
Additional Credit:	4.5						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
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](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 <b>4</b>	District <b>30</b>	School Number <b>069</b>	School Name <b>The Jackson Hts Sch</b>
Principal <b>Martha Vazquez</b>		Assistant Principal <b>Voula Wells, Christina Lagaros</b>	
Coach <b>J. Lyons</b>		Coach <b>S. Valdivia</b>	
Teacher/Subject Area <b>I. Vavro/ ESL</b>		Guidance Counselor <b>J. Ferrara</b>	
Teacher/Subject Area <b>D. Xu/ESL</b>		Parent <b>Subra Biswas</b>	
Teacher/Subject Area <b>H. Zias/ESL</b>		Parent Coordinator <b>N. McHale</b>	
Related Service Provider <b>Z. Mejia</b>		Other	
Network Leader <b>Altagracia Santana</b>		Other	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>12</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>3</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>1256</b>	Total Number of ELLs	<b>264</b>	ELLs as Share of Total Student Population (%)	<b>21.02%</b>
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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.
- 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.)
  - 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.

At registration, a trained pedagogue administers a Home Language Identification Survey (HLIS)—translated in nine languages—to parents to determine what language the child speaks at home. This process also includes an interview in the parents' home language. Once the trained, certified pedagogues collect the HLIS from parents and determine that a language other than English is spoken in a child's home, then the child is administered a Language Assessment Battery-Revised test (LAB-R) within (10) days of registration. The LAB-R is hand-scored on site to ensure timely placement in the appropriate class. Students that score below proficiency on the LAB-R become eligible for state-mandated services for ELLs. In our school the four ESL certified teachers are responsible for conducting the initial screening and administering the HLIS. They administer the LAB-R if necessary. Students who speak Spanish at home and score below proficiency on the LAB-R are administered the Spanish LAB to determine language dominance. The grids are sent to the NYCDOE scan center for official scoring and input into the ATS. In the spring, each ELL is administered the NYSESLAT to determine English proficiency. This test determines whether or not the student continues to be eligible for ELL services.

To ensure that parents understand all three (3) program choices (Transitional BIL., Dual Language, Freestanding ESL), they are notified in writing to attend a parent orientation session as the state requires that ELLs be placed in the appropriate program within ten days of enrollment. At the orientation session, a trained pedagogue conducts a workshop where parents view a video and receive information in their native language on the different ELL programs that are available. Parents are given time to ask questions and complete the Parent Survey and Program Selection Form, indicating the program they desire. The student is placed in a program based on the parents' preference.

We make every effort to reach ELL parents. We do so with one-on-one meetings, phone conversations, during school events such as Writing celebrations, Open School Week and Parent-Teacher Conferences, or at the very least, through informational packets.

After reviewing the Parent Survey and Program Selection Forms for the past few years, the overwhelming trend is for a freestanding ESL Program. The results of the 2010 Parent Orientation Meeting yielded no requests for Bilingual or Dual Language Programs. Therefore, our current free standing ESL program model is directly aligned with parents' requests.

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



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
<b>TOTAL</b>	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
<b>TOTAL</b>	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:	Other:
Native American:	White (Non-Hispanic/Latino):

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	38	26	21	20	20	9								134
Chinese	0	1	0	0	0	1								2
Russian	1	0	0	0	0	0								1
Bengali	29	18	9	9	8	7								80
Urdu	5	2	2	4	4	1								18
Arabic	1	2	0	0	0	0								3
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0

## 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
Punjabi	1	1	2	0	0	1								5
Polish	0	0	0	0	0	0								0
Albanian	0	1	0	0	0	0								1
Other	9	2	1	2	3	3								20
<b>TOTAL</b>	<b>84</b>	<b>53</b>	<b>35</b>	<b>35</b>	<b>35</b>	<b>22</b>	<b>0</b>	<b>264</b>						

## 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.

P.S.69Q has a variety of organizational models to deliver ESL instruction: Self-contained model where ELLs are grouped together for the entire school year for all content instruction. The Push-in model where certified ESL teachers work with a group of ELLs in collaboration with regular classroom teachers to provide language acquisition and vocabulary support while retaining instruction time. Pull-out model: Fully certified ESL teachers pull out individual students to accommodate their special needs.

ELLs in US schools less than three years are placed in self-contained classes for the entire school year and for all content instruction. ELLs who achieve advanced level are placed in regular classes and are serviced by a fully certified ESL push in teacher for the entire school year.

Students in our freestanding ESL programs receive all instruction in English with native language support. The number of ESL instructional units that a student receives is regulated by New York State CR Part 154 regulations and determined by student's English-proficiency level (as determined by the LAB-R or NYSESLAT scores). The push-in/pull-out certified ESL teachers provide the mandated numbers of instructional minutes. All beginner and intermediate-level students receive 360 minutes of ESL instruction per week, and advanced-level students receive 180 minutes of ESL instruction per week.

In our free standing ESL program, various scaffolds are used to deliver content area instruction. Bridging, Contextualization, Schema Building and Metacognitive Development make content more comprehensible and enrich language development. P.S. 69 uses the Sheltered English Approach to make content comprehensible and to enrich language development. Our teachers scaffold and differentiate instruction in order to meet the needs of the students. The following are some of the techniques that we employ: modeling, word walls, hands-on activities, small group instruction, regular feedback on students' work, visuals and realia for new vocabulary, think alouds, and activating prior knowledge.

Freestanding English as a Second Language (ESL) programs require scaffolding strategies for significant ESL and academic development. ESL classes or content-area lessons are taught using the six main types of instructional scaffolding techniques.

The six types of scaffolding techniques that are utilized by the ESL teachers are:

- \*Modeling- includes walking students through an interaction, doing a required task together first, or providing students with clear examples of how students from prior years accomplished the task.
- \*Bridging- connects new concepts and language with previous knowledge, a necessary component of all learning. Bridging occurs when students are asked to activate their prior knowledge in anticipation of learning new information and when personal links are made between the new subject matter and students' knowledge and experience.
- \*Contextualization of new concepts and language—often decontextualized in textbooks by embedding the new language in sensory experiences using realia, manipulatives, graphic representation, and verbal analogies familiar to students—help make language clear.
- \*Schema building- develops understanding by helping students weave new information into pre-existing structures of meaning, a necessary component in organizing knowledge and understanding. Schema building can include previewing a text with students and using an advance organizer in preparation for a reading assignment or brief lecture.
- \*Text Re-presentation- is the recreation of concepts and language from one genre into another. In representing information from an article in a poster or play, students can access content presented in a more difficult genre as they transform it into an easier genre to produce. Examples of text representation include asking students to transform scientific content into a friendly letter to a peer or family member, or changing a poem into a narrative, or a narrative into a play.
- \*Metacognition- involves the learner stepping beyond the experience to reflect on the processes involved. It includes consciously applying strategies while engaging in an activity; knowledge and awareness of strategic options and the ability to choose an effective option; and, monitoring and adjusting during performance and planning for a future performance based on prior performance of an activity.

We differentiate instruction for ELL subgroups. The SIFE students are identified through the HLIS. These children participate in the Title III after school program. Differentiated instruction, scaffolding and explicit teaching of academic language are effective strategies used with these children. There is ongoing assessment to address their current needs. There is also ongoing communication between the parent coordinator and the parents of these children. NCLB now requires ELA testing for ELLs after one year. Therefore, these children are mandated to participate in the extended day program. In order to differentiate instruction, small groups are formed. Also, a Title III program is offered, which focuses on literacy and test prep skills for state tests.

ELL students in U.S. schools for less than three years (newcomers) are placed in self-contained ESL classes and participate in extended day small group instruction and are invited to attend the Title III after school program. They receive 45 minutes of ELA instruction per day from the Title I Reading Teacher who uses reading intervention to help them achieve grade level proficiency as NCLB requires ELA testing for ELL students after one year. These programs address students' needs in testing taking skills, language and vocabulary.

ELL students in U.S schools who are receiving services for 4-6 years are placed in a regular class and serviced by a push-in ESL teacher and receive 180 minutes of ESL instruction per week which includes test taking strategies. In addition, students who exhibit inadequate growth on reading assessments receive 45 minutes per day in literacy instruction by the Title I Reading Teacher using reading intervention focused on helping them achieve grade level proficiency in each essential reading component.

The long term ELLs are identified from the CR Part 154 (A-11) roster. These children are given formal assessments (ELL Periodic Assessment, ELA, Math, Science, Social Studies and NYSESLAT). They are also informally assessed with teacher observations and writing samples. Teachers use data from those assessments to gauge student progress and plan instruction. Teachers also use NYSESLAT scores to help them plan programs that best fit ELL needs by allowing them to group like students for tailored learning activities, and pair students at different proficiency levels in class. Teachers use all the assessments to drive instruction to meet the needs of the child.

Our school has an Academic Intervention Plan to help ELLs identified as having special needs. Our school has special education ELLs who are identified by their IEP. The teacher reviews the IEP to find out the language goals and stumbling blocks of progress. Our school bridges resources between the ESL and the Special Education Departments. There is collaboration among general education, special education and ESL teachers. Differentiating and scaffolding instruction are effective strategies used to help promote literacy development.

ELLs are also taught using ESL methodology in content areas in order to build academic language in that content area. Our self-contained classes make use of glossaries and dictionaries in a student's native language. The buddy system is also implemented if speakers of the same language are available. Native language materials are available in the classrooms and the school library.

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

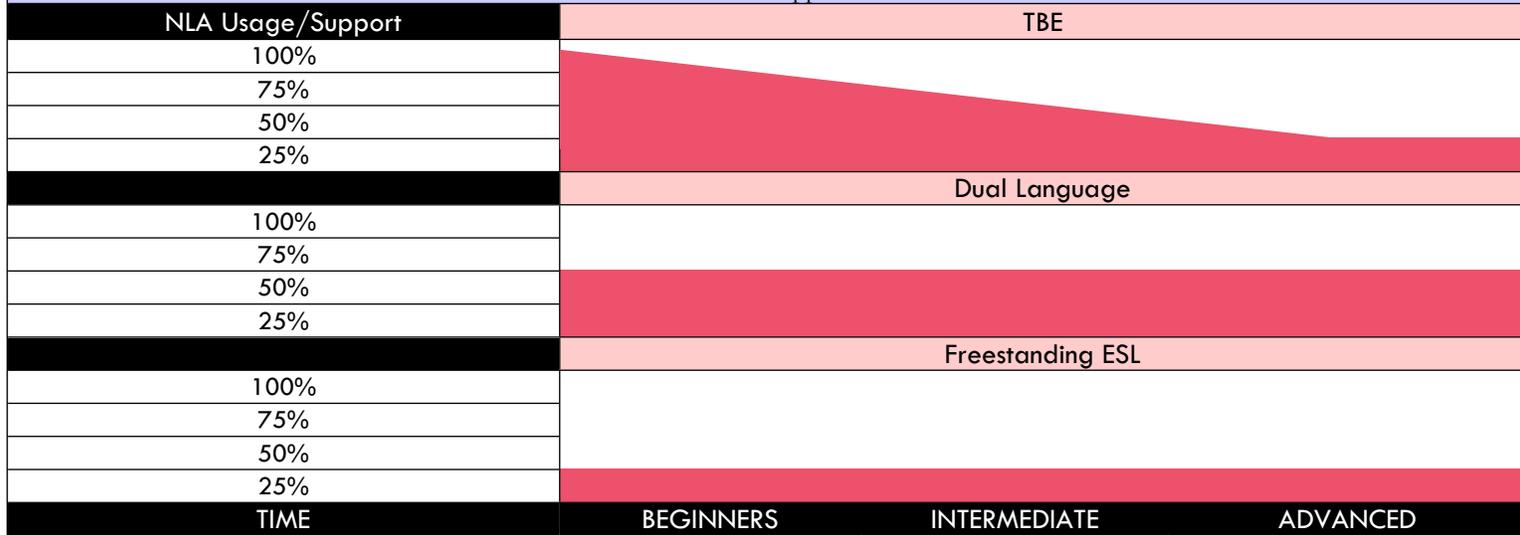
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Arts and Native Language Support**

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



## 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?

### B. Programming and Scheduling Information - Continued

We have intervention services for ELLs in the different content areas. Our Push-in teachers provide services in literacy, math, as well as ESL. These services are provided to ELLs of all proficiency levels, as well as Special Ed ELLs and SIFES. The ESL teacher may push-in during content areas to provide support for students. In addition to those push-in programs, Title I and Title III after school programs are offered to all level ELL students. These services are currently provided in English as indicated on the parents' survey/selection form. Teachers also attend grade conferences to enhance their staff development.

ELLs who have tested out of the NYSESLAT receive test modifications for two more years. They get time and 1/2 and use word to word glossaries in math, social studies, and science. Students who are not performing at grade level in reading and math, will receive Title I Push-in services.

Our school has implemented a goal setting program.. Students, teachers, as well as parents, all work together to help the students achieve their goals. This year, our focus is for ELLs in the third through fifth grade who have been serviced for one to two years and show at least one year's worth of gain in reading. This year we have also started an Inquiry Team Program which targets groups of students in grades 1-5. Each group in every class is taught a reading strategy or skill by a certified teacher, which will help them to achieve better results on the state reading exams. This is done during the extended day period and involves groups of no more than six students. Teachers meet as a grade regularly throughout the month to discuss needs, assessments, and the goals.

ELLs are afforded equal access to all school programs. All the ELL students in our school participate in strong, coherent programs that are uniformly delivered throughout the city. All the ESL self-contained classes follow the same standards and same curricula as the regular classes. ELLs in regular classes are serviced by certified ESL teachers as required by CR-Part 154. Translated written versions of state tests are available. Oral translators are hired for lower incidence languages to translate the state tests in content areas. Paraprofessionals who speak other languages are also utilized to assist in translations with students and their parents.

Required services support, and resources correspond to ELLs' ages and grade levels. Students are placed appropriately based on their grade level and language level. P.S.69 offers a Jump Start Program to assist newly enrolled kindergarten and first grade ELL students before the beginning of the school year. Parents are introduced to the school and the curriculum. Parents attend a parent orientation and view a video on the different ELL programs available to their child. P.S. 69 is the School of Performing Arts and participates in residencies related to the arts, such as dance, art and music. We hold talent shows and holiday shows in which many cultures are represented. In the area of technology, all classrooms have computers connected to the internet. All ELLs have the opportunity to use online educational programs such as Starfall, Brain Pop and Razz Kids. From January to April, ELLs from grade 2 to grade 5 are offered the Title III after school program where they work on the test taking skills taught by certified ESL teachers.

The instructional materials that are used to support ELLs include a leveled library in each class, picture dictionaries, glossaries (available in English and their native language), and technology programs such as Razz-Kids, StarFall and PBS Kids. Smartboards are also utilized for our special needs ELLs. Additional materials used in the lower grades include the phonics program- Wilson's Foundations. The new grammar series, Houghton Mifflin's English Workbook Plus, is also used in the upper grade classrooms. Educational board games, manipulatives and realia are often utilized.

Content Area Instructional Materials are used in math and include but are not limited to manipulatives, math card games, and math in literacy books. In Social Studies and Science, glossaries, picture cards, maps and atlases are available to ELLs. Our literacy program is supplemented with ESL appropriate picture books and dictionaries, posters, poems and listening centers where students can follow along with their books. On-line reading /listening programs are also used, such as Razz-Kids, Starfall and Brain Pop.

Teachers who speak students' native language give support to newcomers in all content areas such as Math, Science, and Social Studies by translating and explaining orally. Bilingual dictionaries and glossaries are available to students to use in classrooms. Translated written versions of state tests are available. Oral translators are hired for lower incidence languages to translate the state tests in content areas. Paraprofessionals who speak other languages are also utilized to assist in translations with students and their parents.

### 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)?

Not Applicable

### 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.

All our ESL teachers are state certified and most of them have dual certifications in ESL and common branches. Those teachers are able to use ESL strategies as well as provide the core content that elementary students receive from self-contained common branches classroom teachers. All personnel who work with ELLs receive staff development on Chancellor's Days, and during monthly grade and faculty conferences. Teachers are trained in using scaffolding techniques, such as modeling, bridging, and contextualization. P.S. 69's PD for Title III teachers in early January includes workshops on preparing ELLs for the NYSESLAT and strategies to improve comprehension. ESL coordinators also attend monthly ESL liaison meetings with the Network Education Administrator for ESL and ESL Compliance and Performance Specialist in order to keep informed of policy.

ELLs in 5<sup>th</sup> grade, who just tested out of ESL and who are transitioning to the next school level (6<sup>th</sup> grade), are placed with a teacher who is certified both in ESL and Common Branches. That ESL teacher is able to use ESL strategies to scaffold the skills needed for middle schools, such as social skills, note taking strategies to make the transition to middle schools successful. In June, middle schools' principals are invited to our school to meet the graduating classes. Tours to middle schools are also scheduled. Students, along with their parents, are encouraged to attend middle school open night.

There are ongoing 7.5 hours of ELL training for all staff and 10 hours for Special Education teachers (e.g., Assistant Principals, Bil./ESL Teacher Specialist, Common Branches teachers, Subject area teachers, Paraprofessionals, ESL teachers, Special Education Teachers) as per Jose P. The training takes place on the following days: Chancellor's Day, during grade conferences, and during school designated Professional Development Days. The focus is on various strategies that help children become fluent speakers of English, as well as improve literacy skills. At the completion of the training, teachers are issued a certificate to show they have met the requirement.

### 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?

P.S. 69 has a strong Parent Association. They organize fundraising and have many activities throughout the year to strengthen various school programs. Parents also take part in decisions concerning the school through various committees, for example SLT, Title I and the Quality Review Team. School Leadership Teams are school-based organizations in every school. They are composed of an equal number of parents and staff. They meet at least once a month, and determine the structure for school-based planning and shared decision-making. Family support programs are attended by our Project Share representative. In addition, Western Queens Health Organization, NYU Dental Unit and Elmhurst Mammogram Mobile Unit are some of the community based organizations that provide workshops and services to ELL parents.

Parent workshops are conducted during the day or after school. They focus on arts and crafts, nutrition, or general health. Also, ESL parents can attend ESL classes given at neighboring schools.

We evaluate the needs of the parents through the requests made to our parent coordinator. Parental involvement activities are based on needs and may include helping with forms, navigating the ARIS system and conducting various workshops throughout the year. We get feedback for future workshops after the conclusion of each one by conducting surveys by the parents. Parents of incoming Pre-K and Kindergarten students are invited on school tours where they receive information and get a first hand look at the school. Future activities include but are not limited to family nights (movies, games). In addition, by request legal advice is offered for new immigrants and parents unfamiliar with health and legal systems in the city.

## 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)	21	23	10	4	4	8								70
Intermediate(I)	0	27	9	11	4	4								55
Advanced (A)	31	9	24	23	30	16								133
Total	52	59	43	38	38	28	0	0	0	0	0	0	0	258

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	2	1	0	1	1	1							
	I	16	3	3	1	0	1							
	A	22	24	11	4	9	15							
	P	19	35	41	46	30	10							
READING/ WRITING	B	19	4	3	1	2	4							
	I	24	9	12	6	3	4							
	A	10	9	21	28	15	13							
	P	6	41	17	17	20	6							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	34	10	1	47
4	5	20	12	0	37
5	9	14	6	0	29
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	6	1	13	10	13	2	4	0	49
4	2	1	2	10	15	0	4	2	36
5	3	2	3	10	13	3	1	0	35
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	0	5	1	14	6	9	3	41
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	1	5	1	3	10	7	0	0	27
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?

in the areas of sight word recognition, decoding, and comprehension skills.

After reviewing and analyzing NYSESLAT assessment data, we found:

In grades 1-5, 75% of ELLs achieved proficiency level in Listening and Speaking and 40% of them achieved an advanced level. From the data above, it is revealed that the ELL students achieved higher in Listening and Speaking than in Reading and Writing. Most of our ELL population is at an advanced level as opposed to a beginning or Intermediate level in reading and writing.

After looking at patterns across NYSESLAT modalities-Reading/Writing, and Listening/Speaking, we feel that more instructional time should be directed in Reading and Writing than in Listening and Speaking in order for ELLs to increase their proficiency.

School Leadership and teachers are using the results of the ELL Periodic Assessments to identify areas in need. Teachers then form groups of students among the grades, and work with them on needed skills during extended day. The school learns from the Periodic Assessment how proficient or deficient ELLs are in the areas of Listening, and Reading/Writing. The majority of our ELLs score higher in the listening components than on the reading and writing portions. We use students' native language to support their learning. Translated written versions of state tests are available. Oral translators are hired for lower incidence languages to translate the state tests in content areas. Paraprofessionals who speak other languages are also utilized to assist in translations with students and their parents. Glossaries in the native language are also made available to students.

We evaluate our program by looking at the progress achieved by ELLs each year. We look at reading levels as determined by the Teachers College Assessment and NYSESLAT and LAB-R results. It is noted that most ELLs become proficient and exit the Free Standing ESL Program in 3 years.

According to the data, 36 students in the 3rd grade took the NYS Math in English, and 6 of them scored Level 1, 13 of them scored Level 2, 13 scored Level 3, and 4 scored Level 4. 13 students took the test in their Native Language. 1 of them scored Level 1, 10 of them scored Level 2, and 2 scored Level 3.

In the 4th grade, 26 students took the NYS Math in English. 2 students scored Level 1, 5 scored Level 2, 15 scored Level 3, and 4 scored Level 4. There were 13 students who took the NYS Math in their native language. 1 student scored Level 1, 10 students scored Level 2, and 0 scored Level 3 and 2 students scored Level 4. In the 5th grade, 20 students took the math test in English. Three students scored Level 1, 3 students scored Level 2, 13 students scored Level 3, and 1 student scored Level 4. There were 15 students who took the math test in their native language. Two students scored Level 1, 10 students scored Level 2, 3 students scored Level 3, and 0 students scored Level 4.

According to the NYS Science Scores, 31 students took the test in English and 3 of them scored Level 1, 5 of them scored Level 2, 14 of them scored Level 3, and 9 scored Level 4. Ten students took the test in their Native Language, and 0 scored Level 1, 1 student scored Level 2, 6 students scored Level 3, and 3 students scored Level 4.

### **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.

## 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		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		