



**P.S. 169 BAY TERRACE**

**2010-11**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: P.S. 169 BAY TERRACE**  
**ADDRESS: 18-25 212 STREET**  
**TELEPHONE: 718-428-6160**  
**FAX: 718-224-1013**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 342500010169      **SCHOOL NAME:** P.S. 169 Bay Terrace

**SCHOOL ADDRESS:** 18-25 212 STREET, QUEENS, NY, 11360

**SCHOOL TELEPHONE:** 718-428-6160      **FAX:** 718-224-1013

**SCHOOL CONTACT PERSON:** Vanessa Rosa      **EMAIL ADDRESS:** vrosa@schools.nyc.gov

**POSITION / TITLE**      **PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Vanessa Rosa

**PRINCIPAL:** Vanessa Rosa

**UFT CHAPTER LEADER:** Katherine Pandazis

**PARENTS' ASSOCIATION PRESIDENT:** Lois Kaye

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 25      **CHILDREN FIRST NETWORK (CFN):** Center for Educational Innovation-Public Education Association

**NETWORK LEADER:** NANCY RAMOS/WILLIAM COLAVITO/Christine Etienne

**SUPERINTENDENT:** DIANE KAY

**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
Vanessa Rosa	Principal	
Kathryn Pandazis	UFT Chapter Leader	
Lyzz RothSinger	UFT Member	
Brent Wisun	Parent	
Gina Stratis	Parent	
Lois Kaye	Parent	
Stacey Mack	Parent	
Neil Borg	Parent	
Audrey Homer	UFT Member	
Sandy Kaufman	UFT Member	

\* 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.

Public School 169, The Bay Terrace School, is a neighborhood elementary school with 370 students from pre-kindergarten through grade 5.

The school is located in Bay Terrace, Queens and is at the heart of a neighborhood with a strong sense of community. The school and its students reach out to the community through many services and charitable works. The school's logo is: "Loving to Learn, Learning to Love"

The current principal joined the staff as assistant principal in February 2008 and was recently appointed principal in August 2010 upon the retirement of the former principal of 13 years. Many newly qualified teachers have been welcomed into the faculty in recent years for their ideas, skills and enthusiasm.

#### School Mission Statement

PS 169 is dedicated to creating a nurturing and intellectually enriched environment which develops each child's unique capabilities. It is our goal to foster a love of learning, to stimulate critical thinking, to encourage a caring and compassionate school community, and to prepare the leaders of tomorrow.

We do this by embracing cultural diversity, building understanding and tolerance of differences, fostering creativity, developing self esteem, employing multiple teaching strategies, integrating the arts, operating school based businesses, exhibiting an elevated degree of professionalism, maintaining high expectations and applying consistent standards for all children, encouraging active parent participation, and involving the entire school and community in a commitment to excellence in all that we do.

At PS 169 we cultivate children to coexist in the garden of life while displaying their singular characteristics.

#### School Programs

##### Literacy – Teacher's College Reading and Writing Project

P.S. 169 is a Teacher's College Reading and Writing Project School. The services include that we receive from Teacher's College include:

- On Site Staff Development Days
- Off Site Teacher Conference Days
- Literacy Coach Groups
- Parent Conference Days
- Leadership Groups and Specialty Courses

- Principal Study Groups

### Mathematics – Everyday Mathematics

Everyday Mathematics is a comprehensive Pre-K through 6th grade mathematics curriculum developed by the University of Chicago School Mathematics Project, and published by Wright Group/McGraw-Hill.

Everyday Mathematics is distinguished by its focus on real-life problem solving, balance between whole-class and self-directed learning, emphasis on communication, facilitation of school-family cooperation, and appropriate use of technology.

### Schoolwide Enrichment

P.S. 169 has implemented the Renzulli Model for Schoolwide Enrichment. We believe that opportunities to participate in enrichment activities should be provided to all students. We do this through enrichment clusters.

### Enrichment Clusters

Enrichments clusters are research based, flexible, have high standards, advanced levels of academic challenge for all students, employ multiple intelligences, use a hands-on approach and culminate in a product or service.

All kindergarten through fifth grade students participate in enrichment clusters once a week for 90 minutes. At P.S. 169 we call our enrichment clusters EPIs (Explore, Problem Solve, Investigate). Students choose enrichment clusters based on their interest.

□

## SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
<b>School Name:</b>	P.S. 169 Bay Terrace								
<b>District:</b>	25	<b>DBN #:</b>	25Q169	<b>School BEDS Code:</b>					
DEMOGRAPHICS									
<b>Grades Served:</b>	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: - % of days students attended*:</b>					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	35	33	34		94.6	94.7	TBD		
Kindergarten	57	63	56						
Grade 1	61	57	58	<b>Student Stability - % of Enrollment:</b>					
Grade 2	42	68	49	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	61	42	65		93.9	97.61	TBD		
Grade 4	42	71	48						
Grade 5	65	44	71	<b>Poverty Rate - % of Enrollment:</b>					
Grade 6	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	0	0	0		20.2	19.1	31.5		
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	4	TBD		
Grade 12	0	0	0						
Ungraded	13	1	2	<b>Recent Immigrants - Total Number:</b>					
Total	376	379	383	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					6	4	2		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number:</b>					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	21	21	23	Principal Suspensions	0	1	TBD		
# in Collaborative Team Teaching (CTT) Classes	0	0	8	Superintendent Suspensions	0	0	TBD		
Number all others	29	36	33						
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				CTE Program Participants					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0		

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	<b>Number of Staff - Includes all full-time staff.</b>			
# receiving ESL services only	36	39	29	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	3	9	Number of Teachers	27	29	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	7	7	TBD
				Number of Educational Paraprofessionals	3	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	96.3	100	TBD
				% more than 2 years teaching in this school	81.5	82.8	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere	70.4	62.1	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	81	83	TBD
American Indian or Alaska Native	0.3	0.5	0.8	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	100	TBD
Black or African American	3.2	2.9	2.9				
Hispanic or Latino	13.3	12.4	12				
Asian or Native Hawaiian/Other Pacific Isl.	38.8	35.1	30.8				
White	44.4	48	49.6				
Multi-racial							
<b>Male</b>	50.3	48.3	50.7				
<b>Female</b>	49.7	51.7	49.3				
<b>2009-10 TITLE I STATUS</b>							
<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input checked="" type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10		
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		<b>If yes, area(s) of SURR identification:</b>					
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate	Progress Target
<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>	4	4	1				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	
<b>Overall Score</b>	80.8	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	9.5	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	16.6	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	54.7	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	NR	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = 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
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

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

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

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

## SECTION IV: NEEDS ASSESSMENT

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

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

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

After reviewing the school year 2009-2010 New York State ELA and Mathematics tests the following student performance trends were identified:

### School Year 2009-2010 New York State English Language Arts Data

#### General Education – 140 Students Tested

- 1% of our general education students received a level 1 on the New York State English Language Arts test.
- 27% of our general education students received a level 2 on the New York State English Language Arts test.
- 71% of our general education students received a level 3 or 4 on the New York State English Language Arts test.

#### Special Education – 41 Students Tested

- 32% of our special education students received a level 1 on the New York State English Language Arts test.
- 44% of our special education students received a level 2 on the New York State English Language Arts test.
- 24% of our special education students received a level 3 or 4 on the New York State English Language Arts test.

### School Year 2009-2010 New York State Mathematics Data

#### General Education – 143 Students Tested

- 1% of our general education students received a level 1 on the New York State Mathematics test.
- 13% of our general education students received a level 2 on the New York State Mathematics test.
- 87% of our general education students received a level 3 or 4 on the New York State Mathematics test.

#### Special Education – 40 Students Tested

- 20% of our special education students received a level 1 on the New York State Mathematics test.

- 38% of our special education students received a level 2 on the New York State Mathematics test.
- 43% of our special education students received a level 3 or 4 on the New York State Mathematics test.

After reviewing the 2009-2010 New York City School Progress Report, Learning Environment Survey and Quality Review we identified the following needs for change:

2009-2010 New York City School Progress Report:  
Our overall grade on the 2009-2010 New York City School Progress Report is a C.

In the area of School Environment we received an A.  
In the area of Student Performance we received a D.  
In the area of School Progress we received a C.

As compared to our Peer Horizon Group the following areas need to be addressed:

- Student Performance
  - Percentage of Students at Proficiency in ELA –  
Score = 60.6% - Relative to Peer Horizon = -11.36%
  - Median Student Proficiency in ELA –  
Score = 3.10 - Relative to Peer Horizon = -1.6%
  - Percentage of Students at Proficiency in Math –  
Score = 76.8% - Relative to Peer Horizon = -19.0%
  - Median Student Proficiency in Math –  
Score = 3.61 - Relative to Peer Horizon = 11.0%
- Student Progress
  - Median Growth Percentile in ELA –  
Score = 67.0% - Relative to Peer Horizon = 30.2%
  - Median Growth Percentile for School's Lowest Third in ELA –  
Score = 68.0 - Relative to Peer Horizon = 26.5%
  - Median Growth Percentile in Math –  
Score = 69.0% - Relative to Peer Horizon = 36.5%
  - Median Growth Percentile for School's Lowest Third in Math –  
Score = 62.0 - Relative to Peer Horizon = 34.4%

2008-2009 New York City Learning Environment Survey:  
The following category of the Learning Environment Survey needs to be addressed:

- Teacher Engagement –  
School leaders invite teachers to play a meaningful role in setting goals and making important decisions for the school.

2007-2008 New York City Quality Review:

Based on our most recent Quality Review (November 2007) we need to improve the following:

- Continue staff development on the use of data and integration of technology across the curriculum and evaluate the impact this has on student performance.
- Ensure all instructional practices, including questioning, engage all students and develop higher level thinking skills.
- Ensure all goals set have associated plans and time frames to realize them.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> To improve student progress in reading as measures by the Teacher’s College Reading and Writing Project Assessment. <input type="checkbox"/>	<input type="checkbox"/> By June 2011, 75% of all general education, special education and English language learner students in grades 1-5 will be reading at proficiency level 3 or 4 as measured by Teacher’s College Reading and Writing Project Assessment. <input type="checkbox"/>
<input type="checkbox"/> To improve student progress in Math as measured by the Everyday Math End-of-Year Assessment.	<input type="checkbox"/> By June 2011 80% of all students in grades 1-5 will have made adequate progress in 80% of the grade level goals as measured by the Everyday Math End-of-Year Assessment.
<input type="checkbox"/> To improve special education student progress in reading as measures by Passport Voyager benchmark assessments.	<input type="checkbox"/> By June 2011, 50% of all special education students (self-contained, integrated co-teaching and resource room) will perform on benchmark level as measured by Passport Voyager benchmark assessments.
<input type="checkbox"/> To improve ESL student progress in reading and writing as measures by NYSESLAT.	<input type="checkbox"/> By June, 2011, in reading and writing, 29% of all current ESL students will perform at the proficient level, 44% will perform at the advanced level, 21% will perform at the intermediate level and 6% will perform at the beginning level as measured by the reading and writing portion of the NYSESLAT.
<input type="checkbox"/> To align our ELA curriculum with Common Core State Standards. <input type="checkbox"/>	<input type="checkbox"/> By June 2011 our ELA curriculum in grades K-5 will be aligned with the Common Core State Standards.



## SECTION VI: ACTION PLAN

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject Area**

**English Language Arts**

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**(where relevant) :**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>To improve student progress in reading as measures by the Teacher’s College Reading and Writing Project Assessment.</p> <p><input type="checkbox"/></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>	<p><input type="checkbox"/></p> <p style="padding-left: 40px;">Partnership with Teacher’s College Reading and Writing Project Professional Development provided by Teachers College, Teachers College Staff Developers (3) and P.S. 169 Staff Developer Continued Use of Balanced Literacy Model Continued Implementation of Teachers College Reading and Writing Project Assessments Continued Implementation of Foundations in grades K-1. Continued Implementation of Words Their Way in grade 2. Continued Implementation of Junior Great Books in grades 3-5 - The Junior Great Books program is a research-based reading program that provides a framework for teaching reading comprehension, critical thinking, and writing, all in the context of students sharing their ideas about great literature. Targeted Small Group Instruction (Pull-Out and Push-In) Saturday Academy for 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> graders performing below grade level benchmark Inquiry Team Focus Monthly Grade-Level Planning Meetings with Administration/Staff Developer</p>

	English Language Arts Curriculum Mapping
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	<input type="checkbox"/> <ul style="list-style-type: none"> <li>Teacher's College Reading and Writing Project School (Tax Levy)</li> <li>Full-Time Staff Developer (Title I)</li> <li>Full-Time ESL Teacher (Title III, Title II)</li> <li>Full-Time IEP/Resource Room Teacher (IDEA)</li> <li>Per-Session Funds for Inquiry Teams (Tax Levy)</li> <li>Per-Session Funds for Grade Level Planning Meetings (Tax Levy)</li> <li>Per-Session Funds for Professional Development</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>	<input type="checkbox"/> <ul style="list-style-type: none"> <li>Teachers College Reading and Writing Project Benchmarks- 10/09, 11/09, 3/10, 6/10</li> <li>Periodic Assessments</li> <li>Curriculum Maps</li> <li>Lesson Plans</li> <li>Classroom Observations</li> <li>Monthly Grade-Level Planning Meeting Agendas</li> <li>Monthly Grade-Level Planning Meeting Attendance Sheets</li> <li>Professional Development Agendas</li> <li>Professional Development Attendance Sheets</li> </ul>

**Subject Area**  
(where relevant) :

**Mathematics**

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<b>Annual Goal</b> <i>Goals should be SMART – Specific,</i>	<input type="checkbox"/> To improve student progress in Math as measured by the Everyday Math End-of-Year
----------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------

<p><i>Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Assessment.</p>
<p><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></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>Professional Development provided by Staff Developer</li> <li>Continued Use of Everyday Mathematics</li> <li>Continued Implementation of Everyday Mathematics Assessments</li> <li>Targeted Small Group Instruction (Pull-Out and Push-In)</li> <li>Inquiry Team Focus</li> <li>Monthly Grade-Level Planning Meetings with Administration/Staff Developer</li> <li>Mathematics Arts Curriculum Mapping</li> </ul> <p><input type="checkbox"/></p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>Full-Time Staff Developer (Title I)</li> <li>Full-Time ESL Teacher (Title III, Title II)</li> <li>Full-Time IEP/Resource Room Teacher (IDEA)</li> <li>Per-Session Funds for Inquiry Teams (Tax Levy)</li> <li>Per-Session Funds for Grade Level Planning Meetings (Tax Levy)</li> <li>Per-Session Funds for Professional Development (Tax Levy)</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>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>Everyday Mathematics Unit Assessments</li> <li>Everyday Mathematics Mid-Year Assessment</li> <li>Periodic Assessments</li> <li>Curriculum Maps</li> <li>Lesson Plans</li> <li>Classroom Observations</li> <li>Monthly Grade-Level Planning Meeting Agendas</li> <li>Monthly Grade-Level Planning Meeting Attendance Sheets</li> <li>Professional Development Agendas</li> </ul>

**Subject Area**  
(where relevant) :

**Special Education**

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> To improve special education student progress in reading as measures by Passport Voyager benchmark assessments.</p>
<p><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></p>	<p><input type="checkbox"/></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>Full-Time Staff Developer (Title I) Full-Time IEP/Resource Room Teacher (IDEA) Per-Session Funds for Inquiry Teams (Tax Levy) Per-Session Funds for Grade Level Planning Meetings (Tax Levy) Per-Session Funds for Professional Development (Tax Levy)</p>
<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>	<p><input type="checkbox"/></p> <p>Passport Voyager Benchmark Assessments – Fall, Winter, Spring Passport Voyager Progress Monitoring Passport Voyager Assessment Checkpoints Teachers College Reading and Writing Project Benchmarks- 09/09, 11/09, 3/10, 6/10 Periodic Assessments Curriculum Maps Lesson Plans Classroom Observations Monthly Grade-Level Planning Meeting Agendas Monthly Grade-Level Planning Meeting Attendance Sheets Professional Development Agendas</p>

Professional Development Attendance Sheets

**Subject Area  
(where relevant) :**

**ESL**

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>To improve ESL student progress in reading and writing as measures by NYSESLAT.</p>
<p><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></p>	<p><input type="checkbox"/></p> <p>Full-Time ESL Teacher ESL After School Program Professional Development provided by ESL Consultant Professional Development provided by CFN Purchase of Curriculum and Materials Inquiry Team Focus</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b> <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>Full-Time ESL Teacher (Title III, Title II) ESL Consultant (Title III) ESL After School Program (Title III) Purchasing of Curriculum and Materials (Title III) Per-Session Funds for Inquiry Teams (Tax Levy) Per-Session Funds for Professional Development (Tax Levy)</p>

<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> <ul style="list-style-type: none"> <li>Teachers College Reading and Writing Project Benchmarks- 09/09, 11/09, 3/10, 6/10</li> <li>ELL Interim Assessments</li> <li>Periodic Assessments</li> <li>Lesson Plans</li> <li>Classroom Observations</li> <li>Professional Development Agenda</li> <li>Professional Development Attendance Sheets</li> </ul>
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**Subject Area**  
(where relevant) :

**Common Core State Standards**

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<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> <p>To align our ELA curriculum with Common Core State Standards_ <input type="checkbox"/></p>
<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>	<input type="checkbox"/> <ul style="list-style-type: none"> <li>Monthly Faculty/Grade Conferences</li> <li>Monthly Grade-Level Planning Meetings with Administration/Staff Developer</li> <li>Teacher’s College Conference Days</li> <li>Teacher’s College Reunion Days</li> <li>Professional Development provided by Administration/Staff Developer</li> <li>Professional Development provided by CFN</li> <li>English Language Arts Curriculum Mapping</li> </ul>

<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Teacher's College Reading and Writing Project School (Tax Levy)  Full-Time Staff Developer (Title I)  Per-Session Funds for Grade Level Planning Meetings (Tax Levy)  Per-Session Funds for Professional Development (Tax Levy)<input type="checkbox"/></p>
<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>	<p><input type="checkbox"/> Professional Development Attendance Sheets</p>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

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

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A	2			
1	1	1	N/A	N/A	2		4	
2	2	2	N/A	N/A	2		8	
3	3	3	N/A	N/A	2			6
4	8	8	2	3	2		3	4
5	16	16	2	3	3		13	8
6								
7								
8								
9								
10								
11								
12								

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

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

**Part B. Part B - Description of Academic Intervention Services**

<p>Name of Academic Intervention Services (AIS)</p>	<p><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.).</p>
<p><b>ELA:</b></p>	<p><input type="checkbox"/></p> <p><b>Service Providers</b> - Classroom Teachers, IEP/Resource Room Teacher  <b>Program/Strategy</b> – Passport Voyager, Reading Recovery  <b>Method for Delivery</b> - Small Group Instruction, One-to-One Instruction, Teacher Consultant  <b>When</b> - During the School Day, During Extended Day</p>
<p><b>Mathematics:</b></p>	<p><input type="checkbox"/></p> <p><b>Service Providers</b> – Classroom Teachers, IEP/Resource Room Teacher  <b>Program/Strategy</b> - Moving with Math, Math Mastery  <b>Method for Delivery</b> - Small Group Instruction, One-to-One Instruction, Teacher Consultant  <b>When</b> - During the School Day, During Extended Day</p>
<p><b>Science:</b></p>	<p><input type="checkbox"/></p> <p><b>Service Providers</b> - 4<sup>th</sup> and 5<sup>th</sup> Grade Classroom Teachers, IEP/Resource Room Teacher  <b>Program/Strategy</b> - Students will be supported in meeting the New York State Science Standards and will practice test taking strategies using the following materials:  Harcourt Online Science Readers</p> <p><b>Method for Delivery</b> - Small Group Instruction, One-to-One Instruction  <b>When</b> - During the School Day, During Extended Day</p>
<p><b>Social Studies:</b></p>	<p><input type="checkbox"/></p> <p>Standards and will practice test taking strategies using the following materials:  New York State Social Studies Rehearsal  Primary Resources</p> <p><b>Method for Delivery</b> - Small Group Instruction, One-to-One Instruction  <b>When</b> - During the School Day, During Extended Day</p>

<b>At-risk Services Provided by the Guidance Counselor:</b>	<input type="checkbox"/> <b>Service Provider</b> - Guidance Counselor  <b>Program/Strategy</b> - Counseling to help the students demonstrate age appropriate social emotional development and skills that would reinforce their academic skills  <b>Method for Delivery</b> - Small Group Instruction, One-to-One Instruction <b>When</b> - During the School Day
<b>At-risk Services Provided by the School Psychologist:</b>	<input type="checkbox"/> The School Psychologist currently does not provide any at-risk services.
<b>At-risk Services Provided by the Social Worker:</b>	<input type="checkbox"/> <b>Service Provider</b> - Social Worker  <b>Program/Strategy</b> – Counseling focused on the following topics: sharing, managing tantrums, expressing feelings, using behavior modification, following rules, coping mechanisms  <b>Method for Delivery</b> - Small Group Instruction, One-to-One Instruction <b>When</b> - During the School Day
<b>At-risk Health-related Services:</b>	<input type="checkbox"/> <b>Service Provider</b> - School Nurse  <b>Program/Strategy</b> - Open Airways Program - Learning to be proactive in the management of asthma, teaching students about their triggers and warning signs and giving them the tools to stay healthy  <b>Method for Delivery</b> - Small Group Instruction <b>When</b> - During the School Day

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

*NCLB/SED requirement for all schools*

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

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

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

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

### **Section I. Student and School Information.**

**Grade Level(s)**

K-5

**Number of Students to be Served:**

LEP 17

Non-LEP 0

**Number of Teachers** 1

**Other Staff (Specify)** 1 Full-Time

**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.

Mandated services are being fully provided (as per CR Part 154) by a certified full-time ESL teacher.

ESL After School Program – Our full-time ESL teacher will provide instruction to our 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade ELL students. The focus will be vocabulary development and testing strategies in preparation for the New York State ELA, MATH and NYSESLAT testing. This after school program will take place from January – May.

ESL Consultant – An ESL consultant will work with the ESL teacher. The focus will be using data to drive ESL instruction. The consultant will work with the ESL teacher once a month from November – June.

ESL Materials – We will purchase the following instructional materials for use by our ESL teacher when working with our ELL students.

- Curriculum- Rigby – On Our Way to English
- NYSESLAT Preparation Materials
- Manipulatives
- Games

ESL SMART Board Software – We will purchase SMART Board software specifically designed to increase

#### **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.

Description of Professional Development Program –

Topics – Vocabulary Development in ELL Students, Using Data to Drive Instruction, Differentiation

Timelines – 9/10, 11/10, 6/11

Target Audience – All Classroom Teachers, Cluster Teachers and Support Personnel

### **Section III. Title III Budget**

–

**School: Public School 169 - Bay Terrace School**  
**BEDS Code: 342500010169**

<b>Allocation Amount:</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	\$3,369.30	<input type="checkbox"/> ESL After School Program Teacher – 33 hours x \$49.89 = \$1,646.37 Supervisor – 33 hours x \$52.21 = \$1,722.93
<b>Purchased services</b> - High quality staff and curriculum development contracts	\$8,000	<input type="checkbox"/> ESL Consultant - \$8,000
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$2,630.70	<input type="checkbox"/> Curriculum- Rigby – On Our Way to English NYSESLAT Preparation Book Manipulatives Games
<b>Educational Software (Object Code 199)</b>	\$1,000	<input type="checkbox"/> SMART Board Software – \$1,000
<b>Travel</b>	\$0	<input type="checkbox"/> N/A
<b>Other</b>	\$0	<input type="checkbox"/> N/A
<b>TOTAL</b>	<b>0</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**

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.

We review the Home Language Surveys . We receive a list from ATS of different languages spoken. If more than 10% of the student population speaks a particular language we make our best effort to have a translation sent home.

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

Our Assessment of translation needs for the P.S. 169 School community indicated that the following populations exist: English 59%, Asian 26.3 % (Mandarin, Cantonese, other Chinese dialects, Japanese and Korean). The majority of our Asian speaking community is Korean (19.3%), Spanish 6.7%, Middle Eastern 3.6% (Orija, Farsi, Hebrew, Pashto, Punjabi, Hindi), European 2.2% (Armenian, French, Georgian, Russian, Pacific Islander .5%(Teligu) and African .5% (Khorsan). We assessed our translation needs through the use of Home Language survey information (ATS, RHLA), teacher and parent surveys, parent coordinator outreach and ATS OTELE report.

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

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

PS 169 will provide written translation services in order to enhance the home school connection by translating the following documents: Monthly calendars (which highlight special events, PTA Meetings, Parent Workshop information, Assessment information, etc). The translation of this document will support the home/school connection by allowing us to clearly communicate our vision for PS 169's curricula initiatives. In tandem with our oral translation services, this service will also foster dialogue with our parent community and further enhance their involvement in the work we continue to do at P.S. 169 to impact student achievement. To ensure timely provisions of translations we: stamp translation; We stamp every letter or flyer we send to parents, we use

Department of Education staff at school to translate for different languages, use staff to translate at PTA meetings, Parent/Teacher conferences and Parent meetings.

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

Oral interpretation services will be conducted for 20% of the population at all meetings and workshops including sign language. The services will be conducted in-house by school staff or parent volunteers. The following situations will have oral translations provided: Parent/Teacher conferences, evening and day Parent Workshops and Academic Intervention – Parent Meetings.

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

Posted in entrance of the school: Rights of parents regarding translation and interpretation services in the appropriate covered languages and instructions on how to obtain such services: In addition, a sign is posted indicating office/room where a copy of such written notification can be obtained. We adhere to all of the chancellor's Regulations: School safety plan, all forms and access to website.

## APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

*All Title I schools must complete this appendix.*

**Directions:**

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

**PART A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:			0
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

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

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

**PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT**

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

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

## **2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.**

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

## **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.
  
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.

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.

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

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

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.

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.

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.

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.

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

### **Explanation/Background:**

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

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.
		Yes	No	N/A		

<sup>1</sup>**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.

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

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

#### **PART D: TITLE I TARGETED ASSISTANCE SCHOOLS**

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.

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

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

*All schools must complete this appendix.*

### **Directions:**

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

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A:**

#### **Part A - For Title I Schools**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)  
0
2. Please describe the services you are planning to provide to the STH population.  N/A

### **Part B:**

#### **Part B - For Non-Title I Schools**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).  
0
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.  
 N/A

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

N/A



# **CEP RELATED ATTACHMENTS**

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

File Name - 28\_25Q169\_110110-171537.doc

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

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

### Part I: School ELL Profile

#### A. Language Allocation Policy Team Composition

Network Cluster <b>533</b>	District <b>25</b>	School Number <b>169</b>	School Name <b>Bay Terrace School</b>
Principal <b>Vanessa Rosa</b>		Assistant Principal <b>N/A</b>	
Coach <b>Lyzz RothSinger</b>		Coach <b>type here</b>	
Teacher/Subject Area <b>Joycelyn Phipps</b>		Guidance Counselor <b>Yang Synn</b>	
Teacher/Subject Area <b>Lindsay Anastasi</b>		Parent <b>Lois Kaye</b>	
Teacher/Subject Area <b>Rochelle Curran</b>		Parent Coordinator <b>Orit Foresta</b>	
Related Service Provider <b>Arlene Castellano</b>		Other <b>type here</b>	
Network Leader <b>Nancy Ramos</b>		Other <b>type here</b>	

#### 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>1</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>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	

#### C. School Demographics

Total Number of Students in School	<b>370</b>	Total Number of ELLs	<b>17</b>	ELLs as Share of Total Student Population (%)	<b>4.59%</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.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

#### Part II: ELL Identification Process

The Bay Terrace School (PS 169) is located on 212<sup>th</sup> street in Bayside Queens. There are approximately 370 students spread across 7 grades, preK-5<sup>th</sup> grade. There are 2 pre-k classes, 3 Kindergarten classes, 2 first grade classes, 2 second grade classes, 2 third grade classes, 3 fourth grade classes, and 2 fifth grade classes. There are approximately 28-30 students in each general education class. There are 17 students being served by an ESL teacher during the 2010-2011 school year. The ELL students are a diverse group stemming from Equador, Russia, Korea, Turkey, Haiti, and China.

At P.S. 169, we have a thorough process of identifying ELL's. As the school year begins, parents register their children. Upon registration, they fill out a form called the "Home Language Identification Survey". The school secretary, parent coordinator, along with the ESL teacher, Joycelyn Phipps, gives an informal interview in English and in the native language with the parents. Ms. Phipps, the certified ESL teacher, reviews the HLIS forms upon completion. If 1 or more is checked off in the "other" box in numbers 1-4, and 2 or more is checked off in the "other" box in numbers 5-8, the student is eligible to take the LABR test. Their name is placed on a master list to be LABR tested. The Spanish LABR is given to students whose only language is Spanish. This test is administered by a Spanish speaking teacher with the assistance of MS. Phipps, the ESL coordinator.

In order to identify students who are already ELL's, an RLAT and RNMR report are pulled off of ATS. These reports are printed off once a week during the months of September and October to ensure ELL's are not lost through the cracks. Another process to identify potential ELL's, is to look through their cumulative folders of K and 1st graders (In our case, it was done with all grades). The HLIS forms are signed by the LAB coordinator and is designated a language (Ex: SP for Spanish or NO for English). All HLIS forms are photocopied. Originals are placed back into the folders and copies are placed in a binder, by grade, and remains in the classroom of the ELL coordinator. If there is a potential ELL to be LABRed, they are added to the "to be tested list". This list is charted with the students' name, OSIS number, class, language, and LABR score results.

In order to prepare students for the NYSESLAT, the New York State English as a Second Language Achievement Test, we start early with many activities/lessons that involves listening, speaking, reading and writing. Two helpful test prep tools that will be used are "Attanasio and Associates NYSESLAT books" and "Empire State" test prep books. These books are accompanied by a CD. This is used for the listening portion of the test.

After all the ELL's have been identified for the school year, structures are taken place to ensure that parents understand all three program choices. A parent orientation meeting is held after the completion of the LABR. A parent invitation is sent home in English and the parents' L1 language. Along with the invitation, is a copy of the parental choice form. The parent is encouraged to bring the forms with them to the meeting. The meeting is held in the ESL or computer lab. A TV with DVD player is accessed for the showing of the parental choice video. A buffet of food, which includes donuts, fruit, cereal, and beverages are supplied for the parents. Translators are present to translate in the parent's native language. The translators are contributed by the department of education or few members of the Bay Terrace staff such as Ms. Synn, the school guidance counselor. Once the parents arrive, an agenda and parent brochures are given to them. They also sign the sign in sheet and list their child's name.

Once the video is complete, the 3 programs are explained in depth. The parents choose which program they want as their 1st, 2nd, and third choice. The ELL orientation meeting is repeatedly held till all parents of ELL's have signed the parental choice forms. Upon the completion of LABR testing and parental meetings, letters are distributed to parents. All letters are bilingual, English and the parents' native language. Continued Entitled, Entitled, Non-Entitled, and Placement letters are sent home via students back packs. Copies of all letters are kept and placed in binders. The placement letters are sent after the parent signs the parental choice form and chooses the program for their child.

After reviewing the Parent Survey and Program Selection forms thus far, the trend that is maintained is the selection of an ESL program. Out of the 17 ELL's, all parents chose ESL as a 1st choice. The ESL program model offered at our school is aligned with parent 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														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	0	1	1	1	1	5								9
<b>Total</b>	0	1	1	1	1	5	0	0	0	0	0	0	0	9

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	17	Newcomers (ELLs receiving service 0-3 years)	12	Special Education	2
SIFE	0	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
<b>TBE</b>										0
<b>Dual Language</b>										0
<b>ESL</b>	12	0	1	5	0	1	0	0	0	17
<b>Total</b>	12	0	1	5	0	1	0	0	0	17

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

### C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

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
<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	0	2	0	0	1	0								3
Chinese	0	0	0	0	0	1								1
Russian	0	1	0	0	1	0								2
Bengali														0
Urdu														0
Arabic														0
Haitian	0	0	0	0	0	1								1
French														0
Korean	0	0	2	2	1	3								8
Punjabi														0
Polish														0
Albanian														0
Other				1	1									2
<b>TOTAL</b>	<b>0</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>0</b>	<b>17</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.

Our instructional program for our ELL students is a pull out and push in program serviced by 1 licensed ESL teacher. During the pull out periods, students travel together as a group to the ESL room for instruction. During push in, the ESL teacher and the classroom teacher practice Parallel Teaching, in which both teachers teach the same lesson with two different groups. Our children receive the mandated ESL-ELA allotted instructional time based on the students' proficiency levels. The time allotment is based on the regulations of the CR Part 154. The instruction is aligned with the NYS ESL and ELA standards. The ESL teacher has collaborated with classroom teachers about curriculum and students' abilities, needs, and accomplishments.

Beginner and intermediate students receive 8 periods a week of instruction. Each containing 45 minutes. Advance students receive 4 periods a week, each period also 45 minutes. The 17 ELL's are divided into 4 groups, A-D. Group A contains 1<sup>st</sup> & 2<sup>nd</sup> grade beginners and intermediates, group B contains 3<sup>rd</sup> grade beginners, group C contains 3<sup>rd</sup> and 4<sup>th</sup> grade advance, and group D contains grade 5 intermediate and advance. The type of program P.S. 169 uses is a push in and pull out program. The ELL teachers' program is designed to not pull students while they are at lunch and at different times of the week. This is to ensure they are not missing the same subject every day. When the push in model is taking place, it is more beneficial for intermediate and advanced students who have secure BICS skills and are beginning to develop CALP skills. Beginning students will require specialized BICS, language development instruction outside of the mainstream classroom. The co-teaching approach that is implemented is parallel teaching. In parallel teaching, the teachers are both teaching the same information, but they divide the class group and do so simultaneously. This allows more supervision by the teacher or more opportunity to respond. The program models are block, class travels together as a group and heterogeneous, mixed proficiency levels.

Native language support is present in our ESL program through the use of native language texts for cross-cultural learning, realia, dictionaries/glossaries, visual aids, and partnerships between ELLs of the same language to support the academically and socially as members of our school community.

During a Readers Workshop lesson, the ESL teacher provide students with small group instruction by following the Teachers College workshop model. This supports learning in the four modalities in English as they learn new strategies during Readers and Writers workshop. During Writers workshop the ESL teacher provide students with small group instruction utilizing a model of instruction for writing following the Teachers College writing process. They begin each session with a minilesson and then conduct small group strategy lessons to target their writing goals/needs based on their notebooks entries and published pieces. The ESL teacher also incorporate shared writing and interactive writing during strategy lessons to enrich language development.

Our instructional Plan for SIFE students will incorporate intervention and emotional support from our guidance counselor. These students will receive the mandated number of minutes per week of ESL instruction based on their proficiency level and in accordance with the NYS CR Part 154. We will provide the students with supplementary reading intervention program based on their reading needs during the day, which will be in addition to their ESL services. They will be invited to attend extended day program which is help for 50 minutes on Tuesday, Wednesday, and Thursdays after school. Programs that will be utilized are Leap Frog, Mondo Pathways to Writing, and Moving into English.

The ELL's in our school that are here less than three years (new comers) receive the mandated number of minutes per week of ESL instruction based on their proficiency level and in accordance with the NYS CR Part 154. Emotional support is provided by our guidance counselor to help them embrace the American culture during the month of September. They will receive constant exposure to vocabulary and literacy

instruction using a variety of manipulatives and pictures. The same programs used for SIFE students will also be used for this sub group. In addition to those programs, Voyager is also implemented.

Our 4-6 year ELL's receive the mandated number of minutes per week of ESL instruction based on their proficiency level in accordance with the NYS CR Part 154. Within the mandated instructional time, these students receive small group instruction in writing, which has been identified as an area that needs improvement. Writing goals are created for this subgroup which emphasize pre-writing, creating paragraphs, topic sentences, sentence variety, and editing.

Long Term ELL's will receive the mandated number of minutes per week of ESL instruction based on their proficiency level and in accordance with NYS CR Part 154. We will provide these students with a supplementary intervention program to support their reading and writing needs based on their levels. Supplementary intervention programs that will be utilized are Voyager, Rygby On Our Way to English, Mondo Pathways to Writing, Empire State NYSESLAT, and Attanasio and Associates Getting Ready for the NYSESLAT and Beyond.

ELL's identified as having special needs receive the mandated number of minutes per week of ESL instruction based on their proficiency level and in accordance with the NYS CR Part 154. Push in ESL instruction is the preferred model used to support their academic needs in reading and writing to enhance the flow of learning within their usual class setting. The same programs that are utilized for Long Term ELL's are also used with addition to Interactive Smart Board Lessons.

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

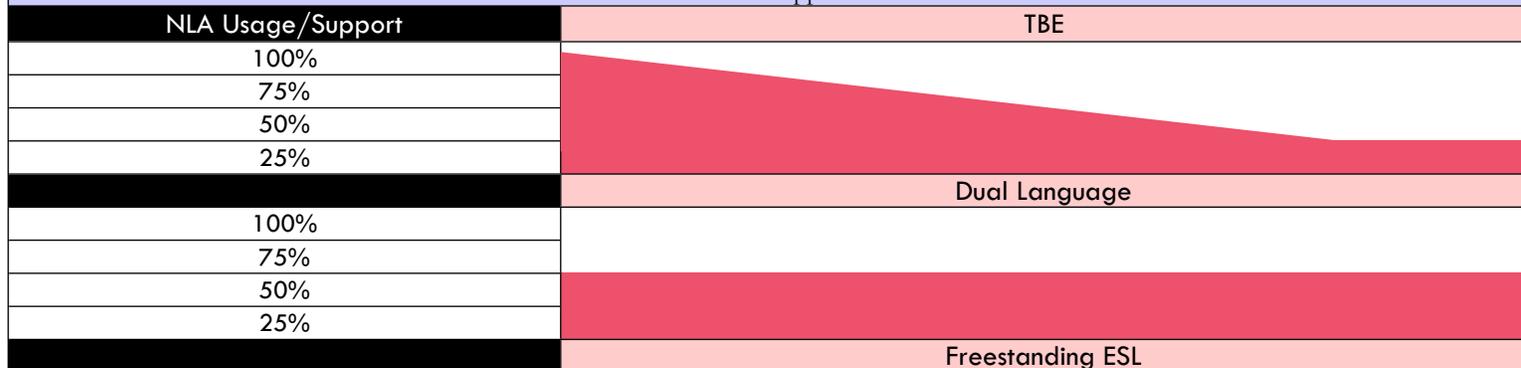
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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



100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

## B. Programming and Scheduling Information--Continued

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

The use of two languages is utilized during standardized testing as a test accommodation. Children are allowed to use a bilingual dictionary. If necessary, ELL students have the test available in their native language as well.

Explicit English as a Second Language (ESL) and ELA instruction is ongoing to meet the needs of our beginners, intermediate, and advanced students. ELL students will be instructed using the Rigby On Our Way to English. This program is designed for instruction in listening, speaking, reading, and writing in English specifically for the ELL population. The program is aligned with grade curriculum and the lessons provide differentiated instruction for every lesson. This program complies with State guidelines in ELL instruction. It teaches language using manipulatives, flashcards, audio, and charts to help develop language and build transitions to comfort levels.

The point of entry model (POEM) provides a lens through which instruction is planned and implemented to ensure ELL students' engagement, productivity, assessments and real world connections. The school uses performance indicators set by the state to drive instructional program. We have incorporated variety instructional strategies in accordance with ESL/ELA standards that will allow ELL students to become proficient readers and writers. These strategies include, but are not limited to, role-playing and components of a Balanced Literacy Program including shared reading and writing, interactive writing, guided and independent reading and read alouds. We use graphic organizers and cooperative learning provides ELL students with an opportunity to engage in accountable talk. Furthermore, ESL instruction utilizes pictures, games, Total Physical Response (TPR), dramatization, text representations, and manipulatives, chants, songs, poems, and charts to help them acquire language skills.

ELL students are given an opportunity to operate at all levels of the cognitive domain, striving to reach higher order thinking skills such as: analysis, synthesis, and evaluation. Phonics and vocabulary instruction are provided through various materials to help build language

acquisition. Class trips provide the ESL teacher with opportunities for discussion, language experience approach and reinforcement of topics being taught in the classroom. Numeracy acquisition is developed through engaging in hands on activities. ELL students have multiple opportunities to make connections in science and social studies through literature.

P.S. 169 had implemented the Renzulli Model for Schoolwide Enrichment for ALL students, including our ELL students. We believe that opportunities to participate in enrichment activities should be provided to all students. We do this through enrichment clusters, community service and various other enrichment activities. All ELL students participate in the activities listed below.

All K-5<sup>th</sup> grade students participate in enrichment clusters once a week for 90 minutes. Enrichment clusters are researched based, flexible, have high standards and advanced levels of academic challenge for all students, employ multiple intelligences, use a hands-on approach and culminate in a product of service. At P.S. 169 we call our enrichment clusters EPI's (Explore, Problem Solve, Investigate). Students choose EPIs based on their interest.

The following is a list of some of the EPIs offered at P.S.169:

- Crime Scene Investigations
- The Recycling Team
- Robotics
- Buildings - In Collaboration with the Salvadori Institute
- Bridges - In Collaboration with the Salvadori Institute
- Comic Book Making
- Calling All Bankers - In Collaboration with Classroom Inc.
- Is There a Doctor in the House? - In Collaboration with Classroom Inc.
- The Young Naturalists
- Lights, Camera, Action
- Wonderful World of Animals
- Helping Hands
- Treasure Hunting

#### Community Service

- St. Jude's Math-a-thon
- Community Art Contests
- Penny Harvest
- Food Drives
- Senior Citizen Centers
- Spring Fling
- International Night
- School Garden
- Student Council
- Peer Mediation

#### Additional Enrichment Activities

- "Constitution Works" with Teaching Matters
- Chess in the Schools Program
- Ballroom Dancing from American Ballroom Theatre
- CASA Theatre Program with Queens Theatre in the Park
- Cultural Trips
- Chamber Group
- Student Council
- Clubs

The following instructional materials are used to support ELLs at P.S. 169:

- Words Their Way- Big Book are used for shared reading, small books are used for guided reading. Students are introduced to both new vocabulary, and new conversational phrases. This program introduces vocabulary and concepts in English. It also introduces

phrases, and encourages the students to converse in English. In addition there is an extensive index of all the vocabulary used in the book.

- **Mondo – Pathways to Writing** - This program assists English Language Learners in develop writing skills on different grade levels. There are fiction and non-fiction posters, as well as large graphic organizers. These help the students develop writing skills using different literary genres. The students learn to plan, compose, record, revise, edit, and publish their writing.
- **Literature and Leveled Libraries** - The ESL classroom has a large collection of literature, organized according to reading levels, themes, genres, and subject matter. ELL students are encouraged to read and borrow books, according to their interest, level, or particular subject being studied in their classrooms.
- **Bilingual Glossaries** - These glossaries in various languages are used in all content areas, in the regular classroom, as well as the ESL classroom. They are also used to prepare for specific citywide tests, such as the State Math Test, or the State Science Test, as well as helping students perform on the actual test.
- **Leap Frog** – An electronic reading program which reads aloud to students as they follow along, using a special pad, book, and pointer. - This is an exciting format for the ELLs on all levels. It encourages and teaches reading in a non-stressful and entertaining atmosphere. It is used in the Extended Day Program and in the Title III After-School.

We do not offer a bilingual, dual language or 2-way program at this time; therefore, the only time ELL students are assessed in two languages is when the English LAB-R indicates that the student may be dominant in their native language. At that time, the LAB-R will be administered in the ELL student’s native language.

The targeted intervention program P.S.169 offers is the extended day program and the ESL after schhol program. The Extended Day program is held Tuesdays and Wednesdays from 2:20-3:10PM. The After School Program will be help on Mondays from 2:20PM through 4:50 PM starting January 20, 2011. ELL’s first through fifth grade are involved in these programs. Literacy with a concentration in phonics, and writing skills are taught. During this time they will learn reading and writing strategies to achieve a passing level on state tests. Native language support is given to student s by supplying them with bilingual books, in their native language and English. Also, during state tests, bilingual word for word glossaries are supplied to students. We also have staff in the building to provide native language support in the following languages: Italian, Spanish, Hebrew, Hindi, Urdu, Greek, and Korean.

Paste response to questions 5-14 here

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here There is no dual language program offered at P.S. 169.

### 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.

Professional Development and Support to School Staff

ELL, regular and special education teachers will be provided with professional development on the various strategies that are effective when teaching ELL students. They will learn to understand that:

- ELL student’s cognitive/academic development is enhanced when the use of multicultural literature is utilized in English and the native language.
- Effective instruction is present when the individual learning style is considered.
- The promotion of the interrelationships across disciplines enhances cognitive development in the native language and English. The teachers will be involved in staff development once a month for 45 minutes.

The ESL teacher, Ms. Phipps, attends professional development once a month provided by BETAC at Long Island University. An ESL consultant is also assigned to the ESL teacher one day per month.

i

The following professional development sessions have taken place or are planned for all teachers of ELLs including our ESL teacher and

classroom teachers who service ELLs. These professional development sessions will serve to fulfill the 7.5 hour mandated training required. These professional development opportunities will be taking place during Chancellor's Conference Days and monthly faculty conferences.

- Using Data to Drive Instruction
- Differentiation
- Guided Reading
- Schoolwide Enrichment Model
- Independent Investigation Method

### E. Parental Involvement

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

Paste response to questions 1-4 here

The staff at P.S. 169 will continue to support parents of ELL students and offer counseling on a daily basis. ELL parents are invited to be part of the Parents Association. Parent workshops are offered for all parents with interpreters to support the monolingual parent. All school family activities are designed to include all parents of the P.S. 169 community. ELL parents will participate in literacy and numeracy workshops that are provided for the entire school.

- PTA Meetings - All parents are invited to monthly PTA meeting. Translators are available, making these workshops welcoming for ELL parents.
- Parent Workshops - All parents are invited to monthly parent workshops. These workshops are curriculum based. Translators are available, making these workshops welcoming for ELL parents.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0	1	0	1	0	0								2
Intermediate(I)	0	1	2	0	1	2								6
Advanced (A)	0	1	0	2	3	3								9
Total	0	3	2	3	4	5	0	0	0	0	0	0	0	17

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		0	0	0	0	0							
	I		0	2	1	0	0							
	A		1	0	0	0	2							
	P		2	0	2	4	3							
READING/ WRITING	B		1	0	1	0	0							

	I		1	1	0	1	2							
	A		1	1	2	3	3							
	P		0	0	0	0	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	1	2	1	0	4
5	0	3	0	0	3
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	1		1	1	1		1		5
5	0		1		2		2		5
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				1	5				5
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									0
8									0

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

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

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

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

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

## Part VI: LAP Assurances

Paste response to questions 1-6 here

We have 17 ELL students that are divide as follows: 3 first graders, 2 second graders, 3 third graders, 4 fourth graders, and 5 fifth

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

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 169 Bay Terrace					
<b>District:</b>	25	<b>DBN:</b>	25Q169	<b>School</b>		342500010169

**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	33	34	37		94.6	94.7	95.5
Kindergarten	63	56	52				
Grade 1	57	58	52	<b>Student Stability - % of Enrollment:</b>			
Grade 2	68	49	56	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	42	65	51		93.9	97.6	96.8
Grade 4	71	48	70				
Grade 5	44	71	51	<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		20.2	31.5	41.0
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	4	4
Grade 12	0	0	0				
Ungraded	1	2	1	<b>Recent Immigrants - Total Number:</b>			
Total	379	383	370	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					6	4	2

<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	21	23	11	Principal Suspensions	0	1	0
# in Collaborative Team Teaching (CTT) Classes	0	8	18	Superintendent Suspensions	0	0	0
Number all others	36	33	28				

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

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

<b>Number of Staff - Includes all full-time staff:</b>							
<i>(As of October 31)</i>	2007-08	2008-09	2009-10				
# receiving ESL services only	39	29	TBD	Number of Teachers	27	29	33
# ELLs with IEPs	3	9	TBD	Number of Administrators and Other Professionals	7	7	6
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	3	3	6

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	96.3	100.0	100.0
				% more than 2 years teaching in this school	81.5	82.8	69.7
				% more than 5 years teaching anywhere	70.4	62.1	69.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	81.0	83.0	87.9
American Indian or Alaska Native	0.5	0.8	0.5	% core classes taught by "highly qualified" teachers	100.0	100.0	100.0
Black or African American	2.9	2.9	3.8				
Hispanic or Latino	12.4	12.0	11.9				
Asian or Native Hawaiian/Other Pacific	35.1	30.8	31.4				
White	48.0	49.6	51.6				
<b>Male</b>	48.3	50.7	50.5				
<b>Female</b>	51.7	49.3	49.5				

#### 2009-10 TITLE I STATUS

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

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

American Indian or Alaska Native	-	-				
Black or African American	-	-	-			
Hispanic or Latino	-	-	-			
Asian or Native Hawaiian/Other Pacific Islander	v	v	-			
White	v	v				
Multiracial						
Students with Disabilities	-	-	-			
Limited English Proficient	-	-	-			
Economically Disadvantaged	v	v	-			
<b>Student groups making</b>	<b>4</b>	<b>4</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>	C	<b>Overall Evaluation:</b>			NR	
<b>Overall Score:</b>	38.4	<b>Quality Statement Scores:</b>				
<b>Category Scores:</b>		Quality Statement 1: Gather Data				
School Environment:	10.4	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	2.5	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	19.2					
<i>(Comprises 60% of the</i>						
Additional Credit:	6.3					

<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)

**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:	\$0	\$113,527	\$113,527
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$0	\$1,135.27	\$1,135.27
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

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.

### **Parent Involvement Policy for 25Q169 –**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parental involvement program that will ensure effective involvement of parents and community in our school. Therefore, P.S. 169 [in compliance with Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act], is responsible for creating and implementing a parental involvement policy to strengthen the connection and support of student achievement between our school and the families. The P.S. 169 policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent-Teacher Association, and Title I Advisory Council, as trained volunteers and welcome members of our school community. P.S. 169 will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

P.S. 169's Parent Involvement Policy was designed based upon careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. The information will be maintained by the school.

In developing the P.S. 169's Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality P.S.169 will:

- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact.
- Engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills.
- Ensure that Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact.
- Support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills.
- Fund the position of a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The
- Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA).
- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home.
- Provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report).
- Host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind
- Act.
- Schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions.
- Translate all critical school documents and provide interpretation during meetings and events as needed.
- Conduct an annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

PS 169Q will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference
- hosting educational family events/activities during Open School Week and throughout the school year
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council
- supporting or hosting OFEA District Family Day events
- establishing a Parent Resource Center or lending library; instructional materials for parents
- hosting events to support men asserting leadership in education for their children
- encouraging more parents to become trained school volunteers
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

***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 for 25Q169 –**

P.S. 169 [in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act] is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. The P.S. 169 staff and parents of students participating in activities and programs funded by Title I agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

*School Responsibilities:*

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently
- respecting cultural, racial and ethnic differences
- implementing a curriculum aligned to State Standards
- offering high quality instruction in all content areas
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind
- (NCLB) Act

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related
- convening a Title I Parent Annual Meeting (prior to December 1st of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved
- arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities; and
- planning activities for parents during the school year (e.g., Open School Week)

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend)
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community
- supporting parental involvement activities as requested by parents
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs

*Parent/Guardian Responsibilities:*

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age
- check and assist my child in completing homework tasks, when necessary
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
- set limits to the amount of time my child watches television or plays video games
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time
- encourage my child to follow school rules and regulations and discuss this Compact with my child
- volunteer in my child's school or assist from my home as time permits
- participate, as appropriate, in the decisions relating to my child's education.
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district
- respond to surveys, feedback forms and notices when requested

- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams
- share responsibility for the improved academic achievement of my child

*Student Responsibilities:*

- attend school regularly and arrive on time
- complete my homework and submit all assignments on time
- follow the school rules and be responsible for my actions
- show respect for myself, other people and property
- try to resolve disagreements or conflicts peacefully
- always try my best to learn

This Parent Involvement Policy (including the School-Parent Compact) will be distributed for review by PTA Executive Board members and the Title I Parent Representative on November 16, 2010.

This Parent Involvement Policy was created on July 1, 2010.

The final version of this document will be distributed to the school community on November 24, 2010 and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

**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.

P.S. 169 actively gathers information in order to better meet the needs of all students. A periodic review of all of the following indicators is conducted and instruction is then driven based on the results. These measures include but are not limited to Teacher's College Reading and Writing Project Assessment, individual and small group conference notes, student writing samples periodic assessments (ITA and Predictive Assessment data), State assessment results (grades 3-5) including items and skills analysis in ELA and Math. The ARIS system includes most of this data and is accessed regularly by all staff members. Individual student proficiency levels and student progress data is examined carefully in order to ensure that all students are working toward meeting or exceeding state standards. Additionally, a needs assessment is distributed to teachers on a regular basis in order to provide pertinent and relevant professional development that will support instruction and ultimately translate into more effective student learning.

2. Schoolwide reform strategies that:

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

P.S. 169 uses a workshop model approach in order to cover all state and city curriculum. All students are actively engaged in the learning process. Administrators are actively involved in monitoring and supporting instruction through walkthroughs observations, grade and faculty conferences. Strategic scheduling that optimizes learning and planning time is also a responsibility taken on by administration. Teachers meet and plan regularly with their colleagues on the grade and the Staff Developer in order to ensure best practice in literacy and uniformity of content and coherence.

The Staff Developer provides in class demonstrations of effective teaching practices in literacy and mathematics instruction respectively. High expectations and rigorous instructional practices result in academic progress for all students. Our students who are in need of academic support receive it regularly in the form of small group instruction. The extended day program is mandated for students who are approaching the standards, and voluntary, for those students who have been identified by teachers as needing extra support based on other factors.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

At P.S. 169 quality learning time is increased daily by making effective use of available instructional time. A bell schedule has worked to keep all staff members on a rigorous schedule with limited travel time between periods.

In preparation for the NYS assessments in ELA and Math, an after school program is offered to all students in grade 3-5 who will be taking the exam. This program provides test readiness skills in a creative and interesting way.

Over the summer students are provided with materials that support review and maintenance of skills taught. The material is briefly reviewed in September. Additionally, the Parent Coordinator distributes information regarding learning opportunities in the local community and in our city at large that are available throughout the summer.

- Help provide an enriched and accelerated curriculum.

At P.S.169 all students receive the benefit of differentiation of instruction in order to provide both remediation and acceleration and enrichment. Students are grouped in various ways including by their abilities and interests. In our balanced literacy model students are reading at their own independent reading and guided reading levels. In mathematics students are pre-assessed at the beginning of each unit in order to determine skills that need to be taught and skills that students have already mastered. In addition, teachers use Everyday Math Exemplars to provide enrichment opportunities to all students. In the content areas students work cooperatively using the Independent Investigation Method where they have the opportunity to conduct authentic research and take on different roles choosing areas of interest to pursue.

In addition to the enrichment opportunities detailed above, P.S. 169 provides an opportunity for all students in grades K-5 to participate in enrichment clusters once a week for 90 minutes. Enrichments clusters are research based, flexible, have high standards and advanced levels of academic challenge for all students, employ multiple intelligences, use a hands-on approach and culminate in a product or service. At P.S. 169 we call our enrichment clusters EPIs (Explore, Problem Solve, Investigate). Students choose enrichment clusters based on their interest.

All students receive art instruction by an art teacher and music teacher at least once a week. Additionally, a series of other arts related experiences ranging from Ballroom dancing, recorder, choir, and chamber group depending on the grade are provided as well.

- Meet the educational needs of historically underserved populations.

P.S. 169 strives to meet the needs of all students. Data is gathered to examine male and female performance on exams and assessments. Results are used to put appropriate behavior's and practices in to place that benefit both male and female students in all academic areas. Minority students such as Black and Hispanic students are given instruction as needed based on the data and information collected about each individual student. All teachers have high expectations in place for all students. English language Learner students are supported by one full time ESL teacher as well as classroom and cluster teachers. A combined push-in, pull-out approach is used to provide small group instruction in English language skills as well as in the content areas for our ELL students.

- 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.

The ongoing gathering of data and information relevant to student progress dictates the level of support that is provided by the school for all students especially our low academic performing students. Intervention is provided during the extended day period as well as during the school day in small group instruction and differentiation. The rigorous instructional programs at P.S. 169 are supported by the services of a part time guidance counselor, SBST team, and SAPIS worker.

- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

100% of the teachers at P.S. 169 are certified and are considered highly qualified.

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.

The Principal, Staff Developer and teachers attend workshops provided by Central DOE and our private support organization (CEI-PEA). Staff members turn-key the information to other staff members during grade conferences or faculty conferences. The Staff Developer provides ongoing professional development in literacy and mathematics practices during staff development days, grade conferences and common planning periods. Parent Coordinator also attends outside workshops in order to foster effective parenting skills

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

As needed, highly qualified teachers are recruited through recommendations and open posted vacancies which are reviewed by a personnel committee. P.S. 169 attracts many applicants due to its high student achievement and special academic programs. These programs include enrichment clusters, the Independent Investigation Method, arts, training in Teachers' College Reading and Writing Project and Everyday Math program.

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

Parent Involvement workshops given before, during and after school focuses on parents and children learning together. This includes reading expectations and reading with their children, hands-on math activities/games and test-taking skills. 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.

P.S.169 aligns curriculum across grades pre-k through 5. Staff members participate in professional development held within and outside of the school building.

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 Teacher's College Reading and Writing Project Assessment, Periodic Assessment (ITA's and Predictives), rubric based assessments, core curriculum assessments and 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 K-5 experiencing difficulty in reading and math
- Passport Voyager intervention programs provided intervention for students in grades 1-5
- Classroom teacher provides additional assistance in literacy and Math using small group instruction in all classes
- ICT teachers differentiate instruction to meet the needs of all students
- Extended day program 50 minutes x 3 days per week is used to provide all at-risk students with additional assistance in literacy and math
- Additional support given to ELL students in during school and after school programs to raise academic achievement
- Mandated summer school instruction is provided for students not meeting promotional criteria

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
- Counseling groups involving students and guidance counselor
- Parent Involvement activities
- ELL 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.e., Federal, State, or Local)	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool (Refer to Galaxy for FY’11 school allocation amounts)	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal			✓			
Title I, Part A (ARRA)	Federal	✓			\$113,530	✓	
Title II, Part A	Federal	✓			\$13,163	✓	
Title III, Part A	Federal			✓			
Title IV	Federal			✓			
IDEA	Federal	✓			\$48,984	✓	
Tax Levy	Local	✓			\$1,982,993	✓	

<sup>1</sup> **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.

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

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

## **Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

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

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

Not Applicable

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

Not Applicable

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

- a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
- b. Help provide an accelerated, high –quality curriculum, including applied learning; and
- c. Minimize removing children from the regular classroom during regular school hours;

Not Applicable

4. Coordinate with and support the regular educational program;

Not Applicable

5. Provide instruction by highly qualified teachers;

Not Applicable

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

Not Applicable

7. Provide strategies to increase parental involvement; and

Not Applicable

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

Not Applicable

