



**THE NEW VISION SCHOOL PS 69X
2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: THE NEW VISION SCHOOL, 08X069
ADDRESS: 560 THEIRIOT AVENUE
BRONX, NY 10473
TELEPHONE: (718) 378 - 4736
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P.S. 69 **SCHOOL NAME:** The New Vision School

SCHOOL ADDRESS: 560 Theiriot Avenue, Bronx, New York 10473

SCHOOL TELEPHONE: (718) 378-4736 **FAX:** 718-328-0295

SCHOOL CONTACT PERSON: Sheila Durant **EMAIL ADDRESS:** Sdurant@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Walter Galiano

PRINCIPAL: Sheila Durant

UFT CHAPTER LEADER: Helen Efstathiou

PARENTS' ASSOCIATION PRESIDENT: Abena Roman

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 08 **CHILDREN FIRST NETWORK (CFN):** (CEI-PEA) CFN # 532

NETWORK LEADER: Alan Cohen

SUPERINTENDENT: Timothy Behr

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
Sheila Durant	*Principal or Designee	
Helen Efstathiou	*UFT Chapter Chairperson or Designee	
Abena Roman	*PA/PTA President or Designated Co-President	
Elena Vila	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Diana Negro	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Sherritta Beazer	Member/Parent	
Georgina Cyrillien	Member/ Special Education Parent	
Susan Olivera Pepin	Member/Parent	
Erica Strubbe	Member/Parent	
Walter Galiano	Member/Assistant Principal/Chair Person	
Deborah Kirchen	Member/ teacher	
Erica Jakubik	Member/ teacher	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

The New Vision School, Public School 69 is located in the Soundview section of the Bronx. A school in *Good Standing* with New York State, it is among the top elementary schools in New York State. P.S. 69 has been the recipient of an "A" rating on the Progress Report for the past five consecutive years, placing it in the top 20% of elementary schools in New York City. Additionally, the recipient of a "well developed" evaluation on consecutive Quality Reviews.

The mission of The New Vision School is to serve all students in a nurturing and academically rigorous environment. We stress the importance of a student-teacher-parent connection because we believe it is the simplest and most effective way of providing guidance and support to all our students. We strongly believe that our children can develop in a supportive and invigorating educational setting. Our primary goal is to prepare our students intellectually, culturally, and socially for entry into middle school while discovering the myriad of talents and skills they possess; to become independent learners that understand the value of hard work. We believe in "*Educating Minds and Hearts.*"

Over the course of the past seven years, dramatic changes have become evident. The cornerstone of this change has fostered a community of learners who have undertaken the holistic endeavor of making learning meaningful and engaging. A professional development initiative has been in effect which facilitates the implementation of balanced literacy, mathematics and assessment informed instruction. The professional development team uses the following models to provide a framework for school progress: the Renzulli School Enrichment Model, The philosophy of Project Zero, the foundational theory and practices of constructivist learning as evidenced in the educational theories of Jean Piaget and Jerome Bruner, including the Reggio Emilia inspired early childhood model. The business and leadership practices formulated by Noel Tichy have taught us about the cycle of leadership and the "virtuous teaching cycle." We use the essence of his model, which is that successful change occurs when leaders teach and teach interactively. This begins a cycle where everyone gets smarter and more aligned.

Our mission is realized by providing a program of strong academics and applied technology in a setting that emphasizes small group instruction as well as extended learning platforms (i.e. before school, after school, and weekend events). We do this by creating learning communities that are focused on high expectations for all, looking at data and educating for the 21st Century. We actively collaborate with colleges, businesses, parents, and other schools (Professional Learning Communities) to effectively prepare an exciting and rewarding intellectual environment for our school community.

Our teachers and administrators examine all assessment data on a regular basis in order to develop curriculum that strengthens student performance. Teachers are trained in differentiated instruction and technology to more effectively deliver a diversified curriculum. The School-wide Enrichment Model is used to identify each student's personal "specialty" and interest. This data is then infused into the classroom to enhance the learning experience.

Students are given strong messages for success that is evident by their achievements over the past seven years. Students, staff and parents are proud to be a part of our nested learning community. At P.S. 69, we develop instruction to meet the individual needs of the students. We have a strong math/science/technology component, a comprehensive early childhood curriculum and a conflict resolution/peer mediation program that addresses good student relationships and overall citizenship.

An etiquette and character building program has been added to our daily programming. The program has been successful in helping students develop character building, leadership skills, confidence, basic etiquette and the civic mindedness essential for success in life. The program will help the students to understand their role in the community and to connect these skills to real life experiences. Our school community has expanded to include a campus that is spread across three separate buildings. With great enthusiasm our Robin Hood multimedia library opened in the spring of 2009. The overarching mission of the library is to create a community of life-long learners and instill a love for reading in all students. The Robin Hood library has become the heartbeat of our school. Its effect on the enthusiasm that students have for literacy and reading is palpable. It is a hub of productive rigorous activity and learning for our students and school community.

Additionally, the Instructional Cabinet has instituted an "Instructional Rounds" initiative that seeks to use low-inference data collected from classroom visits to develop areas of focus for professional development and highlight areas of instructional excellence across the school community.

A number of curriculum based initiatives have been instituted over the course of the 2010-2011 school year that have impacted greatly upon the school community. Grade-level inquiry teams (Pre K - 5) have sought to identify target populations of students to assess and develop targeted interventions. Teachers on each grade level developed SMART goals for student performance over the course of the school year. As a result, target population students have shown increased performance in reading comprehension. Classroom teachers in Grades K -1 focused particular attention on introducing phonics into the reading curriculum in such a way that students developed a deeper understanding of the building blocks of the language.

Recently, the chancellor has reached out to PS 69 to pilot a new computer-based instructional program, "Time to Know," in Grades 4 & 5. "Time to Know" will allow students to work individually utilizing differentiated instructional materials on individual laptop computers. Students' individual strengths and weaknesses will be targeted and teachers will have access to data on student progress and performance during instruction. With the implementation of the program, the school received 220 laptops. The program will allow students and teachers and opportunity to work on individual areas of strengths and weaknesses.

In accordance with our philosophy that art is a catalyst for learning, our state of the art Visual Arts studio opened in the fall of 2010. The experience of creating and engaging with works of art provokes and nurtures the whole child. The performing arts have been explored in great depth this year. PS 69 partnered with various community based organizations such as, Active Learning Leads to Literacy (ALL), Tribeca Film Festival, Community Works, Ballroom Dancing, and the Young People's Chorus. Students from grades 3-5 participated in the chorus program. The Young People's Chorus also performed at the 92nd Street Y, the University Club, for the parents and school community. Public Color continued their partnership with the school as they involved the entire school community with the painting of the PS 69 Annex building and the mini school building.

At PS 69 we believe that thinking deeply about art leads to inquiry and understanding across a multitude of dimensions. PS 69 is a school that has many positive academic and social changes that puts us in the forefront of exemplary elementary school practices.

PS 69 also partnered with the Fan 4 Kids program that sought to teach skills for building healthy habits early. It is an integrated in-school program that educates kids of all shapes and sizes at an early age and empowers them to make healthy decisions about fitness and nutrition. This program helps to prevent the problems of poor eating and inactivity providing "lessons that last a lifetime". PS 69 staff participates in professional development sessions that reinforce the importance of building healthy habits throughout the school year.

With the belief that student success goes hand in hand with healthy lifestyles, P.S. 69 continues to persevere in educating both "*minds and hearts.*" The partnership with multiple community based organizations has allowed our students to attain healthy lifestyles. New York Road Runners is dedicated to promoting the sport of distance running, enhancing health and fitness for all, and responding to community needs. In addition, Archery is offered to students in grade 5 allowing students the opportunity to attain multiple physical benefits such as social emotional skills,

confidence, focus, teambuilding and strength. In addition they learn content area such as contextual vocabulary, history, mathematics and principles of science.

The Reggio Emilia philosophy was infused throughout the lower grades with the assistance of a consultant who continually underscore a constructivist approach to building a child-centered curriculum. This curriculum invokes a students' natural curiosity in response to their natural environment as well as gives the student independent direction in self learning. The expansion of the Reggio Emilia inspired philosophy has resulted the formulation of best practices, which are being highlighted and shared at our Reggio inspired conference in March of 2011.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	P.S. 69 New Visions			
District:	08	DBN #:	08X069	School BEDS Code:

DEMOGRAPHICS									
Grades Served in 2009-10:	<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			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	31	35	36		92.1	93.3	93.7		
Kindergarten	80	71	93						
Grade 1	97	91	76	Student Stability: % of Enrollment					
Grade 2	117	109	93	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	74	104	112		92.1	92.1	92.1		
Grade 4	93	84	102						
Grade 5	89	93	79	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		70.6	85.1	82.9		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		8	16	6		
Grade 12	0	0	0						
Ungraded	2	3	5	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	583	590	596		7	3	6		

DEMOGRAPHICS							
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number			
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10
Number in Self-Contained Classes	47	49	50	Principal Suspensions	0	0	0
No. in Collaborative Team Teaching (CTT) Classes	16	20	29	Superintendent Suspensions	0	0	0
Number all others	29	35	26				
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	74	74	78	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	5	4	22	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	42	42	47
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	11	10	6
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	2	3	5
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.3	0.3	0.3	Percent more than two years teaching in this school	73.8	61.9	59.5
Black or African American	20.8	20.8	18.8	Percent more than five years teaching anywhere	33.3	31.0	40.4
Hispanic or Latino	74.3	73.4	75.2	Percent Masters Degree or higher	88.0	93.0	95.0
Asian or Native Hawaiian/Other Pacific Isl.	2.6	2.9	2.5	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	97.4	100.0	100.0
White	2.1	1.9	2.2				
Multi-racial							
Male	51.5	50.7	50.7				
Female	48.5	49.3	49.3				

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

Funding:				
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NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

Designated as a Persistently Lowest-Achieving (PLA) School: Yes No

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

<u>Differentiated Accountability Phase (Check <input checked="" type="checkbox"/>)</u>	<u>Category (Check <input checked="" type="checkbox"/>)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)	✓		
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	✓	ELA:	
	Math:	✓	Math:	
	Science:	✓	Grad. Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	✓	✓	✓				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	✓	✓					
Hispanic or Latino	✓	✓					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
Other Groups							
Students with Disabilities	✓	✓	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	✓	✓					
Student groups making AYP in each subject							

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	N/A
Overall Score	91.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	N/A
School Environment (Comprises 15% of the Overall Score)	13.1	Quality Statement 2: Plan and Set Goals	N/A
School Performance (Comprises 25% of the Overall Score)	24.8	Quality Statement 3: Align Instructional Strategy to Goals	N/A
Student Progress (Comprises 60% of the Overall Score)	50.2	Quality Statement 4: Align Capacity Building to Goals	N/A
Additional Credit	3	Quality Statement 5: Monitor and Revise	N/A
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

This year our overall academic performance has continued to increase. Our long range, systematic approach to improve reading and writing instruction, our constructivist approach to teaching, and our initiative to differentiate instruction through focused assessments and data analysis, and the creation of school-wide enrichment clusters contributes to our success. We organize our efforts around clear and high expectations, meaningful assessment, a curriculum geared to the NY State Standards, and effective data driven professional development based upon the differentiated needs of students and teachers.

In the 2008-2009 school year, PS 69 ranked in the 80th percentile of all Elementary schools Citywide. However, P.S.69X continues to take a continuous, data-driven approach to improving student outcomes. Ongoing assessments are formal and informal, formative and summative in nature, and provide essential information in identifying our strengths and areas of need.

To meet and exceed City and State Standards, students in grades 3, 4 and 5 are administered benchmark assessments in reading and mathematics. Data from Item skills analyses (i.e. New York State simulation assessments, and Acuity interim assessments, as well as end of unit tests for Math) help teachers focus on specific areas in need of instructional support and enable them to make informed data driven instructional decisions. Other assessments are also used to determine instructional pathways, including teacher observation, conference notes and student portfolios. These assessment tools provide data to establish priorities within the curriculum to ensure that maximum student learning outcomes are achieved.

All students in grades K-3 are assessed using the Fountas and Pinnell Benchmark Literacy Assessment System, a research based tool that assesses the essential elements listed in "Reading First," including: Phonemic Awareness, Phonics, Vocabulary, Fluency, and Comprehension. Analysis of running records and comprehension questions using Fountas and Pinnell informs instruction and measures each student's literacy progress throughout the year. *Using the Continuum of Literacy Development* as a guide, teachers make appropriate decisions and set short and long term reading goals, select reading materials for students, plan activities, and structure literacy programs around student needs. The data gathered using the running records allow us to assess whether our students are progressing at an appropriate rate and assists us in identifying students in need of AIS to support their learning.

Fountas and Pinnell assessments were administered to grades K-3.

An analysis of Grade 3 Reading Results for 2009-2010, when compared with 2008-2009 indicated the following:

ELA Score for Grade 3 Students	2008 – 2009	2009 –2010	Results
Levels 3 & 4	76%	51%	25% decrease
Level 2	20%	37%	17% increase
Level 1	3%	12%	9 % increase

An analysis of the Grade 4 NYS Assessment results from 2009-2010 indicate the following:

ELA Score for Grade 4 Students	2008 – 2009	2009 –2010	Results
Levels 3 & 4	74%	36%	38% decrease
Level 2	23%	54%	31% increase
Level 1	2%	10%	8% increase

An analysis of Grade 5 NYS results, from 2009-2010 indicated the following:

ELA Score for Grade 5 Students	2008 – 2009	2009 –2010	Results
Levels 3 & 4	94%	66%	28% decrease
Level 2	5%	29%	24% increase
Level 1	1%	5%	4% increase

Results from the NYS Mathematics Assessment for 2009-2010 are:

Math Score for Grade 3 Students	2008 – 2009	2009 –2010	Results
Levels 3 & 4	94%	75%	19% decrease
Level 1 & 2	5%	25%	20% increase
Math Score for Grade 4 Students	2008 – 2009	2009 –2010	Results
Levels 3 & 4	94%	61%	33% decrease
Level 1 & 2	5%	39%	34% increase
Math Score for Grade 5 Students	2008 – 2009	2009 –2010	Results
Levels 3 & 4	94%	86%	8% decrease
Level 1 & 2	5%	14%	9% increase

Percentage of Students at or Above Standards

Tests	2002	2003	2004	2005	2006	2007	2008	2009	2010
Grade 3 ELA	28.2%	42.7%	30.9%	54.4%	55.3%	59.0%	70.3%	76%	51%
Grade 4 ELA	31.5%	38%	48.6%	57%	75%	74%	67.8%	74%	36%
Grade 5 ELA	n/a	n/a	n/a	n/a	n/a	n/a	77%	85%	66%
Grade 3 Math	38.2%	50%	56.4%	63.5%	91.6%	93.1%	96%	96%	66%
Grade 4 Math	37.8%	52%	74%	78%	85.3%	94.1%	90.3%	95%	61%
Grade 5 Math	n/a	n/a	n/a	n/a	n/a	n/a	93.2%	93%	86%

In an effort to assess the effectiveness of instructional programs and educational strategies in supporting students towards meeting challenging performance standards, we routinely analyze data and conduct needs assessment surveys to help identify areas that need support. PS 69X's SLT, CST Instructional Teams, and our grade specific inquiry teams use a variety of methods to review school programs and understand student achievement trends. These teams participate in Learning Walks,

analyze data, reflect on student work and review student and staff attendance rates, and parent/ staff surveys. Additionally, Teams review data from:

- The 2009-2010 Comprehensive Education Plan
- The 2008-2009 NYS Annual School Report Card
- The 2009-2010 NYC Progress Report
- ATS
- Internal Reviews
- Teachers Needs Assessment Survey
- Fountas and Pinnell
- Periodic assessments, including Acuity, NYS Simulations in ELA, Mathematics, Social Studies and Science and item skills analysis of all Standardized test results

We distribute the School Progress Report to teachers and parents each year. During Parent meetings, the principal reports on school data, education programs and promotion requirements in English and Spanish. Faculty conferences, grade meetings, and professional development periods, CST, Instructional Team and SLT Meetings focus on analyzing data. The data is used to drive changes in classroom instruction by determining a course of action and a focus for planning that incorporates targets, clear expectations, academic rigor and accountable talk, while setting SMART Goals for individual students.

An analysis of the findings from a review of quantitative and qualitative data, results in a determination of the following priorities for 2010-2011:

- To improve student performance in literacy and mathematics through intensive academic interventions for students performing at Level 1 and Level 2 with a focus on our ELL and special education students,
- To enrich student performance through Renzulli based interdisciplinary thematic projects,
- To develop interdisciplinary Social Studies and Science units
- To continue to refine our ability to analyze data to drive instructional practice,
- To provide differentiated professional development activities to address the needs of teachers, students, and parents
- To improve home-school relationships in support of “educating students’ minds and hearts”.
- Improve reading comprehension

Additionally, our findings indicate a need for intensive academic interventions for all students not meeting the standards. To support this population and to focus on comprehension, we will implement AIS programs that include: PAF, Great Leaps, Rourke Fluency, Mega words, FUNdations, Wilson, New Heights and Urban Education Exchange (UEE).

A major focal point of our school culture is our RCCP (Resolving Conflict Creatively Program). This is a violence prevention program that has dramatically added to classroom effectiveness and academic growth. This program has clearly demonstrated that children who are taught Conflict Resolution lessons have also demonstrated improvement on standardized test scores in reading and math, as well as, improved attendance, and a decrease in aggressive student behavior.

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

Sharing a belief of high expectations, a positive attitude, and a clear vision, the school is always ready to exceed all expectations.

Performance in academics has increased dramatically because of the long range, systematic approach to the improvement of reading and writing instruction, our constructivist approach to teaching, extensive data analysis, and the creation of school-wide enrichment clusters. We have organized our efforts around clear and high expectations, meaningful assessment, a curriculum

geared to the NY State standards, and effective data driven professional development based upon the differentiated needs of students and teachers. We have incorporated guidelines that include: clear expectations, academic rigor in a thinking curriculum, accountable talk, socializing intelligence, fair and credible evaluations, recognition of accomplishment, learning as apprenticeship, and self-management of learning. In addition, we have infused the Social Emotional Learning component in all aspects of our school community, through our Peer Mediation/Conflict Resolution Program.

We share common values as we look at students' work as a starting point for developing expectations, standards, assessment, intervention and enrichment. Focused planning and professional goals have arisen from this process of shared unity in instruction. Utilizing the New York State Standards for reading and writing, we have developed curriculum maps, clearly articulating the goals, pacing guides, areas of study, and evidence of mastery at every grade level. This intense level of clarity and focus has resulted in our meeting and exceeding our State level targets and improving student outcomes. These will be revisited around the Common Core State Standards (CCSS). We continue to reflect upon and revise our units of study to reflect clearly defined instructional goals in alignment with data analysis and state standards. Rubrics and learning tasks evolve directly from our units of study. Focused goals are communicated to students, staff and parents. This results in the development and implementation of a seamless cohesive framework with all constituents working and contributing toward the objective of raising student achievement so that all students will meet and exceed performance standards.

The balanced literacy approach for the teaching of reading, writing, speaking and listening is utilized to raise the level of student achievement in English Language Arts for all students. This approach recognizes the various ways learners acquire knowledge and provides teachers with the tools to prepare differentiated learning experiences through the use of read aloud, shared reading, guided reading, independent reading and both guided and independent writing. The reading and writing workshop model encourages teachers to scaffold student learning using the "to" "with" and "by" model. Teachers gradually release control of teacher-directed lessons which results in students becoming independent and self-directed readers and writers. To support this model, various literacy consultants provide ongoing support for teachers on best practices in literacy, by modeling, observing, coaching and conferring with them. This initiative continues to contribute to our increase in reading achievement. Additionally, grades 4 and 5 use the web based curriculum, "Time to Know". "Time to Know" is a digital learning platform that allows students to explore literary concepts, individualize their own learning experience, assess their own mastery in real time, and interact with a variety of genres.

To continue our positive momentum in student achievement in mathematics, our students in grades K-2 receive daily instruction using the **Everyday Mathematics Program**, and students in grades 3-5 receive instruction in **Scott Foresman Mathematics**. **Everyday Mathematics** has a spiraling approach. Over time, students are required to master specific concepts and skills and then revisit content in varied contexts, integrating new learning with prior learning. These mathematics activities are designed to strengthen the students' mathematical concepts and review and practice essential basic skills. Lessons include teacher directed dialogue and modeling of skills and concepts. Additionally, they include the opportunity for students to strengthen their mathematical understanding of concepts through individual and group work. Embedded in the **Everyday Math** program are three types of assessments: interim, portfolio, and standardized. Teachers are expected to document and review individual student progress within a skill area and articulate their strengths and areas in need of improvement. A variety of assessments provides students with the appropriate instruction and skill grouping. This process is ongoing and continuous throughout the year. Third, fourth and fifth grade teachers strongly believe that **Scott Foresman** pacing is more aligned to State Assessments and better prepares students for mastering objectives. **Scott Foresman** has both pre- and post diagnostic tests which are utilized to support flexible grouping and targeted instruction, as described above. This focused instruction has supported high levels of achievement in mathematics. Additionally, grades 4 and 5 use the web based curriculum, "Time to Know". "Time to Know" is a digital learning platform that

allows students to explore mathematical concepts, individualize their own learning experience, assess their own mastery in real time, and interact with the different mathematical strands.

One dominating factor at PS 69 is our consistent effort to deliver quality professional development that supports the growth and implementation of best teaching practices. Our approach includes a clear focus with high expectations for teachers. Our professional development plan is multifaceted. We are dedicated to continuing our work in providing the best learning environments for our students. Understanding that to improve student outcomes, we must improve the quality of teaching practices; the following initiatives have been implemented:

- Improvement of reading comprehension and word attack strategies by using the Fountas and Pinnell Benchmark Assessment System in Grades K-2. This comprehensive assessment system informs and supports instructional decisions.
- Using assessment data to provide a concrete methodology for differentiating instruction in reading, writing, and Mathematics, and the arts and subsequently designing interdisciplinary enrichment clusters within an overall initiative in school-wide enrichment.
- Redesigning and incorporating the CCSS revisions into curriculum maps in reading and writing and content areas to create a seamless cohesive curriculum aligned with standards data and current practices.
- Teachers participate in online professional development through Harvard's Graduate Program's Wide World online interactive courses. Courses included: *Leadership by Design*, *Understand by Design* and *Data Wise*.
- Pre kindergarten and kindergarten classes base the instruction on the constructivist philosophy of Reggio Emilia.
- Untenured teachers create a portfolio of qualitative and quantitative data, which incorporates artifacts scored using a rubric based on Danielson's Framework of Effective Teaching.

Professional Development initiatives for the 2010-2011 school year are:

- Providing effective feedback to all school constituents. All members of the school community engage in the cycle of feedback by noting low inference observations, providing next steps and recommendations.
- Using technology to enhance instruction. Using a variety of technological tools such as: SMART Boards, Digital cameras, audio enhancers, and laptops, teachers modify instruction to meet the needs of every learner thus providing a point of entry for all learners.
- Un-wrapping the Common Core State Standards with an emphasis on constructing a viable argument and critique the reasoning of others in Literacy and mathematics.
- The formation of Professional Learning Teams (PLTs) and analysis of qualitative data such looking at authentic student work. In the PLTs, teachers are utilizing protocols for conversations such as Harvard's "Tuning Protocol" and "Critical Friends".
- Continue work on improvement of writing grades K-5 by developing units of study and using the workshop model to deliver explicit instruction, while allowing students time on task to draft, revise, edit and publish their writing. Our writing initiative is based on the work of Lucy Calkins

The above initiatives will enable us to improve our professional skills and knowledge to advance instructional outcomes and clear and purposeful expectations.

Building capacity to sustain initiatives is a priority and the formation of the following teams help to realize this goal. Additionally, our teams have agreed to meet regularly to monitor and revise professional development initiatives. The teams consist of teachers, administrators, school guidance staff, and Special Education and ELL specialists. The teams are:

- Child Study Team (CST)

- Instructional Team
- School Leadership Team (SLT)
- Harvard Team (HT)
- Inquiry Teams

The school's governance structure is characterized by collaborative team based decision making. Our teams operate to address school-wide topics or issues relative to their respective constituencies. An overall theme of self-reflection is apparent in the work of these groups as the administration models the use of guiding questions such as, "What works?", "What does not work?", and "What do we need to do to improve?"

The school is highly organized and has well developed policies and practices that are set forth in the handbooks for teachers. Communication of expectations to students occurs daily and parents are well informed regarding school rules and procedures.

You cannot separate the emotional fabric of children's lives from educational outcomes. The collaborative spirit and teamwork of the staff, and parents and students of our P.S.69X "family" is the cornerstone of our success. I believe that this commitment toward a common goal and shared vision "**Educating Minds and Hearts**" is the reason that the students of P.S.69X are so personally successful. This commitment to collaboration has been a driving force in the creation of our effective conflict resolution, peer mediation program and student advisories. Most school community members have been trained in conflict resolution techniques, including teachers, administrators, parents, paraprofessionals and students. As a result of the training, the school and classrooms have become more democratic, with student, teacher and parent voices being heard in a powerful setting. Workshops for staff and parents include developing skills in agenda setting, making decisions, and in small groups a focus on the importance of accountable talk for all constituents. All members of the community have become accountable and empowered as teachers and learners. This has resulted in more productive team, grade, and school wide meetings. The productivity has impacted on consensus around school decisions, effectiveness of professional development initiatives, and a more open and inclusive educational community.

For the past five years the school has received an "A" on the Progress Report, far surpassing schools in the peer horizon. The school has also received a well-developed on the 2007 and the 2008 Quality Review final reports. In 2007, the Quality Reviewer stated that, "The school's motto, "Educating Minds and Hearts" demonstrates the holistic approach to education that is embraced by the school. Each day the principal reminds students and teachers that they are 'the best' and that the school is 'the best'. This constant level of confident praise embodies a tacit assumption of excellence which has helped to create a school community that achieves at high levels, is proud of its success and is supportive of one another. Parents are regular participants in the life of the school, some serving as learning leaders. They feel welcomed and are greeted daily by the principal and teachers and appreciate the level of engagement they have with respect to their children's education."

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

Our greatest dilemma is to engender support and enthusiasm among the school community to strive to higher ground when so much has been achieved in the recent past. How do we focus on the needs of our two endpoint student populations (our neediest students and our highest functioning students) through increased professional development and implementation of new instructional initiatives? How do we motivate staff to change and reflect upon the way they teach students in order to achieve even greater student outcomes. (If we continue to do what we always have done, we will continue to get the same results and we need to reach new populations with new needs).

The staff psyche issue is the most significant. Realizing the need for change is always a dominant factor in the development of additional school goals. When a staff has been successful in their efforts with a majority of the student population, we must ask for an extra level of determination which will

result in a more refined method of addressing the needs of our select student populations. This represents a competing interest factor for the staff that can only be addressed through dialogue, intensive collaboration, and a broadening of our shared vision. "Pushing" teachers out of their comfort zone allows them to revise curriculum and instructional practices in order to prepare 21st Century Learners in complex learning experiences that incorporate higher order thinking skills.

Student Achievement has been improved through a dedicated and focused professional development plan that has been documented through our architectural plan.

- **Year One 2003-2004:** The focus was on classroom management techniques, creating a positive learning environment and developing the "classroom library" as a focus for learning.
- **Year Two 2004-2005:** We delved deeper into identified learning objectives through a thorough examination of the curriculum by creating curriculum maps and strong grade level teams.
- **Year Three 2005-2006:** Study groups were our priority with focused information groups based on research and using data to examine why the bottom third of our student population was not learning.
- **Year Four 2006-2007:** This was year one of becoming an empowerment school which set the stage for the Renzulli project and an introduction to the Teacher's College Workshop model. We began to focus on differentiated instruction to meet the needs of all of our students
- **Year Five 2007-2008:** We began to refine our skills and strategies as a unified collaborative staff delving deeper into the Writer's Workshop, We began working with Harvard and becoming seamless with the Reader's Workshop with vertical alignment as the priority.
- **Year Six 2008-2009** This year, we continue our focus on reader's and writer's workshop to improve assessment and teaching practice, as well as, concentrating on teaching reading comprehension with an emphasis on data collection and analysis to improve individual goal setting for students. Additionally, we will begin our study of interdisciplinary units of study integrating social studies, reading, and writing which will be continued in school year 2009-1010.
- **Year Seven 2009-2010** We continued our focus on looking at comprehension and expanding the use of the Fountas and Pinnell Benchmark Assessment System to include the third and fourth grades. The protocols learned at Harvard's Project Zero (Making Learning / Thinking Visible) were turn-keyed to the rest of the staff and utilized to support student achievement. Our early childhood continued to be inspired by Reggio Emilia. More teachers were trained in this constructivist child friendly approach to learning. We will continue to develop our interdisciplinary social students units. We developed ways to expand our students' academic vocabulary and we unveiled our new Report cards.
- **Year Eight 2010 - 2011** This year we focused on feedback for all members of the school community. The cycle of feedback for all school constituents continued to identify noted strengths and targeted next steps for personal and professional growth. This ideology has transcended to students in assisting with benchmark goals for academic achievement. Additionally, the focus of integrating technology into all areas of the curriculum enhances the engagement of students and the preparation of the 21st century learner. This initiative goes hand in hand with the unveiling of the CCSS and the integration into our core curriculum.

Our English Language Arts, Mathematics and Science scores have steadily increased over the past five years. We are committed to establishing quality and effective balanced literacy classrooms, which includes refining our implementation of the reading and writing workshop model through explicit instruction and giving students ownership of learning goals. In Mathematics, our focus is on critical thinking and problem solving. Interdisciplinary approaches are also a priority that will be expanded during next school year. This approach integrates curriculum areas and encourages project based and thematic units of study. This year we will continue to implement a digital yearbook which integrates technology and writing; and music and arts programs which integrate reading, writing, and the arts in core subject areas. Our school wide book of the month club for students and school staff

has become a practice that develops community while focusing upon common literacy strategies. Student work, which is regularly evaluated through formative assessments, student projects, and individual student/teacher conferences, has improved both in volume and quality. All of the above forms of assessment have helped us to fine tune our differentiated instruction and form flexible learning groups in all classrooms. This clear and specific focus has increased positive student output and outcomes, and subsequently resulted in an increase in performance and achievement in all content areas. The hallmark of our academic success is evidenced by observation of rigorous standards-based work in classrooms, and students and teachers engaged in accountable talk around their learning.

We intend to continue our professional development work supporting student achievement. Professional development will include workshops for teachers, inter/intra-visitations and ongoing planning during grade conferences. We feel that this comprehensive plan reflects our continued focus on high expectations and improved student achievement and truly “Educating Minds and Hearts”.

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.

- By June 2011, P.S. 69X will receive a score of 7.0 on the Teacher Section of the Learning Environment Survey in the Communication Section, with an emphasis on the following areas:
 - ...School leaders encourage open communication on important school issues.
 - ...School leaders give me regular and helpful feedback about my teaching.

- By June 2011, 33% of all teachers, (15 teachers) will use technology tools to enhance student learning.

- By June 2011, 100% of teachers will be exposed to the concept of the Common Core State Standards, with a specific emphasis on constructing a viable argument and critique of the reasoning of others, in both literacy and mathematics.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Staff and Community

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, P.S. 69X will receive a score of 7.0 on the Teacher Section of the Learning Environment Survey in the Communication Section, with an emphasis on the following areas: ...School leaders encourage open communication on important school issues. ...School leaders give me regular and helpful feedback about my teaching</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • A comprehensive communication improvement plan will be developed to address school concerns and areas for improvement. • Grade Leaders for each grade will be selected by their peers to serve as liaisons on critical school issues. • A cohesive instructional team will be formed to address standards, curriculum and assessment issues within a grade and vertically. • Open Forums with the Principal and Assistant Principal will be scheduled for teachers to present their ideas and concerns around instructional improvement. • There will be an Open Door Policy for teachers to drop by with suggestions for instructional improvement. • A teacher “Best Practices,” board will be created to share ideas with peers and celebrate instructional practices with personnel. • Ad hoc committees will be formed to address specific school issues. • A series of PD sessions around the “Power of Feedback,” including definition of tools to be used will be held during the course of the school year. • Teachers will be consulted on tools to be used for feedback to them in order to improve instructional practices within their classrooms. • Informal and formal observations will include timely and constructive feedback to teachers for instructional improvement

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Tax levy • Title I • Contract for Excellence • TL Children First Inquiry
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Copy of the comprehensive communication improvement plan • Names and roles and responsibilities of Grade Leader liaisons • Weekly agendas from meetings with Grade Leaders • List of sub-committees and ad hoc committees with teacher participants • Weekly Instructional Team meeting agendas and next steps plan • Weekly newsletter to share instructional team suggestions with staff • Monthly agendas and sign in sheets for “Power of Feedback” PD sessions • Ongoing and periodic copies of Informal and Formal Observation tools. • “Best Practices,” bulletin board pictures • Monthly log of teachers visiting principal and assistant principal at Open Forums • Weekly and Monthly teacher participation on School Leadership Team and Inquiry Teams • Administration participation in Grade Level Meetings via grade level Sign-in sheets.

Subject/Area (where relevant): Curriculum & Instruction

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June, 2011, 33% of all teachers, (15 teachers) will use technology tools to enhance student learning</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • “Time to Know,” will be implemented in all 4th and 5th Grade Classrooms for both Literacy and Mathematics • Students will be programmed for individual tasks using laptops in the classroom • A Literacy and Mathematics coach will be assigned to all 4th and 5th grade teachers on a regular basis to provide assistance in the implementation of “Time to Know,” as a differentiation tool • A “Time to Know,” IT technician will help all teachers in the use of technology as part of

	<p>their instructional practice</p> <ul style="list-style-type: none"> • Technology projects will be created in all subject areas • Teachers will be required to demonstrate use of SMART board technology in their instructional practices • A website for interactive student, parent and teacher usage will be developed to include homework assignments, tracking of student work samples, and communication of events. • Teachers will create blogs with students to create literacy circles and math clubs. • Goggle docs will be used to communicate with teachers professional learning areas of study. • Harvard course this year will include an online “The Digital Age,” focus.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Tax levy • Title I • Contract for Excellence • TL Children First Inquiry
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • “Time to Know,” implementation of PD will begin in September, 2010 and continue on an ongoing basis for all 4th and 5th grade teachers as evidenced by agendas, logs, sign in sheets, and teacher appointment requests. • “Time to Know,” Literacy and Math coaches will work with all teachers on technology as a differentiation tool as evidenced by coach schedules and logs. • IT technician will observe and assist teachers in the implementation of technology use in the classroom as evidenced by schedules and logs. • Formal and informal observations will include a section on the use of technology in the classroom and will appear in feedback to teachers and notes in observations • Teacher use of SMART boards will be assessed through onsite observations as evidenced by units of study and teacher lesson plans. • Website development will include exemplars and samples of lesson plans for technology integration into the instructional program. • Homework assignments will be included on website as noted why weekly posts on classroom websites. • Teacher/student created blogs will focus on literacy and math as a learning community. • Teacher participation in the Harvard online course as evidenced by attendance sheets and

	collaborative work.
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Subject/Area (where relevant): Staff & Community/
Curriculum & Instruction

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By June, 2011, 100% of teachers will be exposed to the concept of the Common Core State Standards, with a specific emphasis on constructing a viable argument and critique of the reasoning of others, in both literacy and mathematics.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<ul style="list-style-type: none"> • All PD sessions will incorporate a connection to the Common Core State Standards • Common Core State Standards will be connected to curriculum maps on all grade levels, with an emphasis on Explaining an Argument • Network Facilitation of launching the CCSS concepts will be sought to support teachers in this work • Inquiry Teams will be required to link CCSS with their area of study • Quality Review simulations and study through the use of the QR rubric will be aligned to the CCSS work • Inquiry Teams will be required to incorporate protocols on “Looking at Student Work,” beginning with the “Tuning Protocol,” but also including “Project Zero,” making Learning Visible protocols. • Curriculum maps will be developed
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i>	<ul style="list-style-type: none"> • Tax levy • Title I • Contract for Excellence • TL Children First Inquiry
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> • Agendas and readings from all PD sessions will include a CCSS connection • Sign in sheets from PD sessions • Explaining and Argument focus of CCSS study will be observed in practice in classrooms – through Informal and formal observations • Network Facilitation attendance by PS 69X personnel at workshops

	<ul style="list-style-type: none">• Inquiry Team work will demonstrate a connection with CCSS as evidenced through the ARIS Inquiry Space as well as demonstrations at monthly grade presentations.• Use of Looking at Student Work protocols will be observed at Inquiry Team Meetings• Project Zero – Making Learning Visible Practices – will be observed in the classrooms during informal and formal observations• Curriculum Map process will begin and will incorporate CCSS during the course of the 2010-2011 school year as evidenced by periodic revisions of curriculum calendars.
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REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	13	7	N/A	N/A	4	N/A	4	
1	15	6	N/A	N/A	5	N/A	5	
2	11	9	N/A	N/A	5	N/A	5	
3	28	32	N/A	N/A	10	N/A	6	
4	50	43	43	40	8	N/A	6	
5	21	22	12	14	11	N/A	8	
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p>ELA: Guided Reading, Fountas and Pinnell Leveled Literacy Intervention, UUE (Comprehension and Vocabulary), Great Leaps Fluency Program, Rourke Fluency Program, Foundations, Preventing Academic Failure (PAF), MegaWords:</p>	<p>AIS is provided both during the school day as well as during the Extended Day. Using a variety of intervention programs, classroom teachers as well as additional outside support staff choose appropriate intervention services for specific needs:</p> <ul style="list-style-type: none"> ▪ Decoding-(FUNdations- K and 1 working within the classroom -special education classes and pull-out general education . ▪ PAF- K-5 pull out small groups for general education students and working within the classroom special education students, ▪ MegaWords 4th and 5th grade pull out small groups and working within the classroom. ▪ Fluency- (Great Leaps 3rd and 4th grade pull out and Rourke 4th and 5th grade pull-out and within the classroom) Small group guided reading for at risk students in first and second grade will supported by this intervention. ▪ Fountas and Pinnell Leveled Literacy Intervention which focuses on teaching word attack and comprehension strategies in grades K-4. ▪ UUE a Shared Reading program will support comprehension and vocabulary in all grades- whole class and small groups. ▪ “Time to Know,” a web based digital platform that allows teachers in grades 4 & 5 to explore concepts in literacy through animation and comprehension strategies. ▪ In addition to in school support of AIS by classroom teachers, there are additional services for students such as: AM Breakfast Club, After School, Holiday Programs, and Saturday Academy to support those students in grades 3-5 who are at risk in ELA throughout the school year
<p>Mathematics: Small Group, Breakfast Club, Extended Day, Holiday Program, Saturday Academy</p>	<p>Differentiated small group AIS takes place within the school day for all grades depending on students’ needs. An item analysis of all assessments is used to determine individual student intervention. EDM math games supports grades K-2 to reinforce skills and strategies –pull out and whole class throughout the school day.</p> <ul style="list-style-type: none"> ▪ “Time to Know,” a web based digital platform that allows teachers in grades 4 & 5 to explore concepts in mathematics through animation and conceptual ideas. ▪ In addition to in school support of AIS by classroom teachers, there are additional services for students such as: AM Breakfast Club, After School, Holiday Programs, and Saturday Academy to support those students grades 3-5 who are at risk in Math throughout the school year

Science: (Small Group, Extended Day)	Extended day enrichment and academic intervention helps prepare our 4th grade students to develop the content knowledge and strategies necessary to meet the standards required for the grade. Small group academic intervention is provided by our science cluster teacher for 4 th and 5 th grade students.
Social Studies: (Small Group, Extended Day) Robin Hood multimedia Library, NYSTROM	Extended day enrichment and academic intervention helps prepare our 5 th grade students to develop the content knowledge and strategies necessary to meet the standards required for the grade. Small group guided reading with a focus on the nonfiction social studies curriculum of grades 4 and 5 helps students develop both reading comprehension strategies and the necessary content knowledge, Our Robin Hood multimedia library is a resource used by the students in small groups to access information. Our librarian supports the Social Studies curriculum, ensuring that our books support the curriculum at a variety of reading levels and by assisting students in choosing just right books
At-risk Services Provided by the Guidance Counselor:	Our guidance counselor works with at risk students through our conflict resolution program. Students develop techniques to effectively resolve differences. They develop leadership skills by becoming peer mediators.
At-risk Services Provided by the School Psychologist:	The psychologist evaluates at-risk referred students for placement into the appropriate classes
At-risk Services Provided by the Social Worker:	Social Work interns and SAPIS worker provide social skill, training and facilitate gender groups and grief groups
At-risk Health-related Services:	Our two school nurses support the medical needs of our students. The nurses notify administration and guidance of any situations that require follow-up.

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

NCLB/SED requirement for all schools

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 532 cluster 5	District 08	School Number 069	School Name New Visions School
Principal Sheila Durant		Assistant Principal Walter Galiano	
Coach Michelle Salon		Coach	
Teacher/Subject Area Marilyn Gleicher/ESL		Guidance Counselor Ivonne Valdovianos	
Teacher/Subject Area Claire McMahon/ESL		Parent Albena Roman	
Teacher/Subject Area Erica Castori/Early Child.		Parent Coordinator Donna Salerno	
Related Service Provider Evelyn Torres		Other	
Network Leader Alan Cohen		Other	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	591	Total Number of ELLs	76	ELLs as Share of Total Student Population (%)	12.86%
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Part II: ELL Identification Process

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

- 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.

All parents of incoming students complete a Home Language Survey (HLS) upon registering their children in the school. The ESL coordinator reviews all the HLSs of incoming students. Together with a Spanish speaking ESL certified teacher, the coordinator conducts an informal oral interview in both English and Spanish. She then administers a formal initial language assessment. Those students whose home language is determined to be other than English, based on this procedure, are given the LAB-R. Annual assessment and evaluations are administered each Spring using the NYSESLAT. The NYSESLAT is given with two teachers in the room at all times. During the first week of testing, the Speaking portion of the test is administered to each student individually. During week two of the testing process, the students are arranged into small groups of four to six and are administered the Listening portion of the NYSESLAT. During week three of testing, both the Reading and Writing portions are administered to slightly larger groups of students (six to eight students per session). Within ten school days of their children's initial registration, parents of ELL students are invited to attend a meeting to discuss their children's programming options. Parents are notified of this meeting at registration, and are reminded via written communication sent home with their children. Follow up phone calls are made to remind parents of the meeting date. At the meeting, a video issued by the Department of Education providing parents with an overview of programs available for ELLs is presented in English and the Native Language of the parent. Subsequently, the three program choices (free-standing ESL, Transitional bilingual, and Dual Language programs are explained and thoroughly explored in both English and Spanish. Only after parents have completely understood the options open to their children, are they asked to indicate their program of choice. Entitlement letters are distributed to parents after the results of their children's LAB-R are reviewed. Entitlement letters are both mailed and sent home with the children. Parent Surveys and Program Selection forms are completed by parents and returned to the school at the informational meeting described above. Those parents who do not attend the meeting are approached at dismissal when picking up their children. The importance of parent input in their child's education is emphasized and all parents are urged to attend a second meeting. An assessment of the Parent Survey and Program Selection forms is made by the Assistant Principal and ESL staff. Parents of ELLs at P.S. 69 have consistently chosen to have their children placed in an ESL Only freestanding program. For the past three years, and including this school year, parents of ELLs have never chosen a Bilingual program and have always chosen ESL. We offer an ESL Only free standing program as per our ELLs parents' choice. We offer this program as a push in/ pull out model administered by certified ESL teachers in every grade. Parent choice at P.S. 69 has always and consistently been for ESL Only programs. We provide each and every identified and eligible child a combination push in/pull out program. Each program is tailored to the amount of time required for his/her level of proficiency. Presently, we are moving toward a total push-in program. Beginning level students and kindergarteners, in addition, to push in, are given individual pull out until such time as the teacher deems them able to function viably in the classroom with their peers.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	4	4	4	4	4	3								23
Total	4	4	4	4	4	3	0	0	0	0	0	0	0	23

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	76	Newcomers (ELLs receiving service 0-3 years)	54	Special Education	20
SIFE	0	ELLs receiving service 4-6 years	22	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	54	0	11	22	0	9	0	0	0		76
Total	54	0	11	22	0	9	0	0	0		76

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

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
TOTAL	0										

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	14	11	7	17	15	6								70
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic			1		1									2
Haitian														0
French		1		1										2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			1	1										2
TOTAL	14	12	9	19	16	6	0	76						

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.

Part IV: ELL Programming

1. a. Currently, we are using a Push-In and Pull-Out model. In Pull-Out, we meet with the children at the beginning and intermediate levels for 360 minutes per week. Those students at the advanced and transitional levels who participate in Pull-Out, are seen for 180 minutes per week. The beginning and intermediate groups are kept to a minimum, four to six students per group, while the advanced and transitional groups may be somewhat larger. As students gain confidence and progress in their English language skills, they are transitioned to Push-In. Our goal is to meet the linguistic needs of each individual student while moving to a complete Push-In model over the course of the school year.
 - b. The program models at P.S. 69 are Block, Heterogeneous grouping by grade.
2. All ESL instruction, Push-In and Pull-Out is delivered by certified ESL teachers.
 - a. P.S. 69 offers a Free standing ESL Only model. Instructional minutes are delivered in Pull-Out small groups and/or Push-In as per

the proficiency level of each student.

3. Content areas are delivered in English in the regular classroom. Classroom teachers are trained in ESL methodology and routinely apply same to their delivery. In consultation with classroom teachers, ESL teachers review and reinforce content instruction and use content material in their language development approach. ELA and NLA are not offered.

4. a. P.S. 69 has no SIFEs at present.

b. Newcomers to US schools are given additional support in ELA and Content areas by one to one meetings with the ESL teacher as needed, in addition to receiving both Pull-Out and Push-In services by the ESL teacher.

c. ELLs receiving service four or more years, are enrolled in Pre and Post school groups where they receive additional language and literacy support. In addition, a Saturday program has been instituted for long term ELLs.

d. N/A

e. Special needs ELLs are seen by the SETSS teacher on a Pull-Out, Individual basis in addition to the regular ESL group they may participate in. □□□□□

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

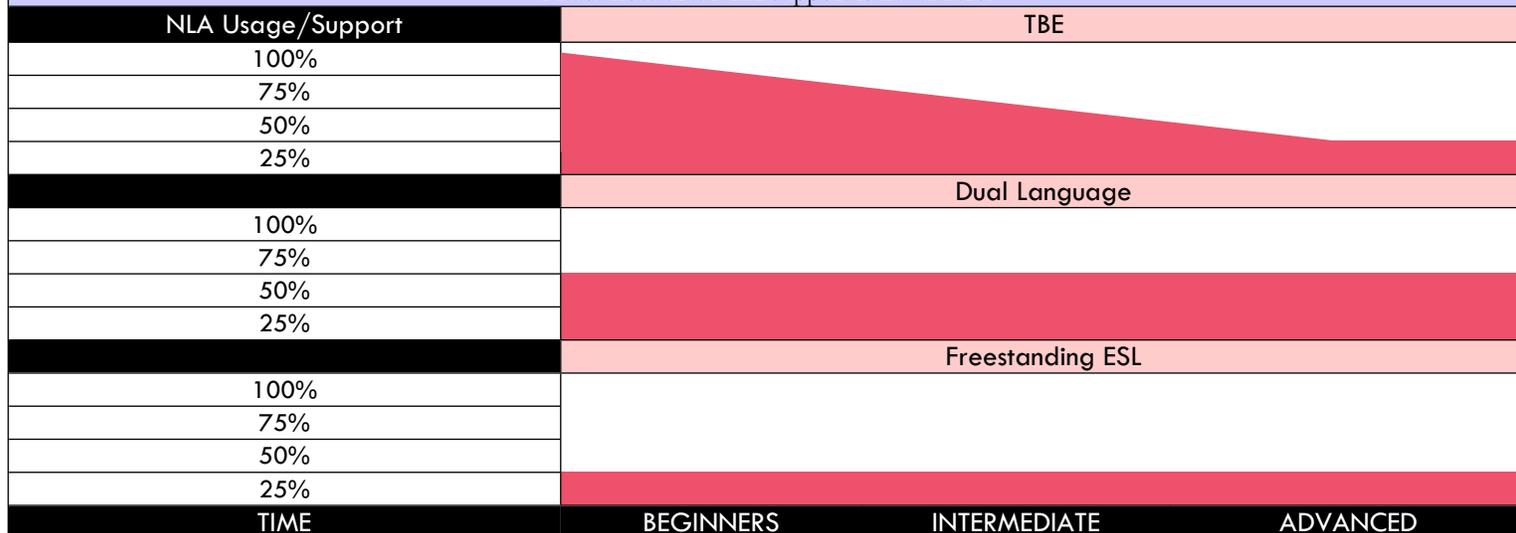
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Arts and Native Language Support

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



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?

5. Intervention programs for ELLs are offered in English and Spanish where possible. They include services delivered by the SETSS and the Morning Breakfast Club, After School sessions and Saturday program. Content area intervention is targeted to the upper grades, at all language levels.

6. Transitional support is delivered as Push-In to those students who have scored out on the NYSESLAT. Study skills and test prep are emphasized to help these students succeed on the myriad of standardized and content area tests they need to pass.

7. We are trying to transition our delivery of services to a Push-In only model. We have found, however, that in some cases, the Pull-Out model continues to benefit those children in need of focused, individual attention.

8. We do not foresee discontinuing any programs that are currently in place.

9. All ELLs may participate in any and all school programs; these include, but are not limited to after school clubs, special assemblies, and school trips. In addition, ELLs join the Breakfast Club, After School tutoring, and Saturday classes for language and literacy development.

10. Every classroom at P.S.69 is equipped with Smartboards, headphones, student computers

11. To the extent possible, individual ELLs are "buddied up" with classmates of the same language background.

12. All services, resources, and materials correspond to ELLs ages and grade levels.

13. P.S.69 offers a Summer Enrichment program four days a week. All ELL students who have been identified prior to the beginning of the school year, are encouraged to attend.

14. Italian is offered to all students.

C. Schools with Dual Language Programs

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

D. Professional Development and Support for School Staff

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

1. All ESL certified teachers regularly attend the BETAC workshops offered at Fordham University. The methods, techniques, current trends and research acquired there are then incorporated into school-wide training for the entire staff, as everyone interfaces with ELLs on some level.
2. The teachers of our upper grades (4th and 5th) visit the Middle Schools that we feed. There they meet with the sixth grade teachers and administration to discuss the incoming students and how they can collaborate to ease the children's transition to Middle school.
3. Certified ELL and Special Education teachers who have previously been trained, provide workshops on school half days and staff development days to the entire staff. These workshops include the 7.5 hours of training as mandated by the Jose P. legislation.

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?

1. P.S. 69 has a strong PTA. Our meetings are heavily attended. We conduct the meetings in English and Spanish so that our ELL parents are comfortable and kept informed and involved in their child's education.
2. The local Public Library, which is located very close to the school, provides tutoring in ESL for adults. In addition, they have an extensive collection of high interest materials in Spanish which help to promote literacy in the first language. Parents are referred to the library at our very first meeting. The Regional Office's Parent Advocate is charged with identifying resources to address parent's acculturation and linguistic needs.
3. Part of the intake process at registration, involves a parent interview in the native language. Here, we ask the parents to identify any needs and concerns they have that the school can help resolve. We continue to identify and address the parent's needs throughout the school year at meetings and during personal interviews.
4. As the parent's needs become apparent, the PTA and the Parent Coordinator create avenues to address those needs. All communications distributed by the school and PTA are written in Spanish and English. The Attendance teacher, School Aides, and Family Assistant are all bilingual. They are vigilant in securing that parents are kept abreast of school happenings, and that they become as involved as possible in their children's education.

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)	9	5	3	4	0	2								23
Intermediate(I)	1	5	1	7	4	1								19
Advanced (A)	4	2	5	8	12	3								34
Total	14	12	9	19	16	6	0	0	0	0	0	0	0	76

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	1	0	1							

	I	0	0	1	0	0	0							
	A	0	3	0	1	0	0							
	P	2	7	4	12	16	2							
READING/ WRITING	B	2	4	1	2	0	1							
	I	0	4	1	6	3	0							
	A	0	2	3	6	13	2							
	P	0	0	0	0	0	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5	8	3		16
4		6	1		7
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2		5		8		2		17
4									0
5									0
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		1		1		2		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
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

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

Native Language Tests

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

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

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

At P.S. 69 all K through grade 3 classes are assessed using Fountas and Pinnell. These results allow us to evaluate where our ELLs stand with regard to their English speaking peers as well as charting their own individual progress. The students are assessed three times during the school year, namely, at the beginning, middle, and end periods. Thus, the school is provided with a benchmark by which we can assess progress, as cohorts and as individuals as the year goes on. This data helps the Early Childhood team (as well as the Inquiry team), to capitalize on those areas of strength in determining thematic approaches to reading, and to concentrate on the language and literacy needs of our ELLs.

It is clear from the modality review, that the vast majority of our ELLs have a good or advanced command of English BICS (oral communicative language). The progression in developing their language skills is shown by the number of students who score out or move from beginning to intermediate and advanced levels.

In looking at the data patterns of the NYSESLAT and the LAB-R, the instructional team is convinced that the thematic approach we are using is instrumental in developing English language skills in our ELLs. Emphasis is on reading and writing as shown by the results of the NYSESLAT and the needs of the students.

The patterns clearly confirm that our ELLs are succeeding in our program. The number of level 3s and 4s increases as the children progress from grade to grade. On the NYSESLAT, the listening and speaking parts are mastered within the first year, whereas the reading and writing are in concert with the level progression of the instructional program. We do not administer tests in the native language, however, a writing sample in the native language (upon admission) is used to initially assess the students' literacy in his/her native language.

The ELL Periodic Assessment informs us of the progress of our ELLs in developing their English language skills. It makes clear what is working for these children and what needs modification. It helps us to customize our teaching to maximize the acquisition of English fluency. The native language is used minimally for support where needed.

Individual and cohort data analysis is used to assess progress and performance on a periodic and annual basis. Scoring out and advancing in the NYSESLAT, and parents support and satisfaction with their child's growth is paramount in our model.

Additional Information

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

Paste additional information here

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: 91 LEP Non-LEP

Number of Teachers 3 Other Staff (Specify) _____

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.



P.S. 69. The New Vision School has a total of 91 ELL students, enrolled in grades K-5. This population is comprised of 13 Kindergarten, 18 Grade 1, 18 Grade 2, 24 Grade 3, 7 Grade 4 and 11 Grade 5 students. 5 students speak Arabic, 91 speak Spanish. Students within our free standing ELL program are taught in English, using ESL methodologies. Students are seen in accordance with the Commissioner's Regulations Part 154. These regulations require that students in grade K-5 who score at the Beginning and Intermediate levels of English proficiency must have 360 minutes per week of ELL services. Advanced level students are entitled to 180 minutes per week.

Our goal, at P.S.69, is to provide all ELL students with a high quality instructional program in a non-threatening environment. We strive to prepare our students to achieve success personally and academically.

Students within our ESL program are taught in English using ESL methodologies and native language support when feasible, for a specific amount of time per week as determined by either their LAB-R or NYSESLAT scores, and in accordance to Commissioner's Regulations Part 154 (CR 154). These regulations require that students, grades K-5, who score at the Beginning and Intermediate levels of English proficiency must have two "units" of ESL service per week; students scoring at the Advanced levels are required to have one such unit of service. A unit of instruction, as defined by New York State regulations, is equivalent to 180 minutes per week. Considering that our school is programmed based upon varying minute periods of 45 to 72 based on the content area, one unit of ESL instruction is equal to 2.5 periods. Therefore, children scoring at Beginning/Intermediate levels receive 5 periods (or two units) of ESL service per week; those scoring at the Advanced levels receive 3 periods (or one unit) of ESL service per week. It is important to note that the units/periods listed meet the minimum requirements of CR 154, and staff programming is based upon this information

Title III Part A NCLB

The New Vision School's **Title III after school instructional program** will be offered three days per week from 3:45 to 5:30, to begin October through April, for 50 sessions on Tuesday, Wednesday and Thursday. Three certified teachers, 1 ESL and 2 Content Area, will be employed to target 91 ELL students in grades 2-5 who have not met NYSESLAT criteria. Students will be placed in three groups based on their proficiency levels on the NYSESLAT. The reason that we have targeted these students is because upon examination of the 2010 NYSESLAT scores, it was observed that students need assistance in listening, speaking, reading and writing. Using a hands on approach that focuses on language and vocabulary, students will increase their speaking, listening, reading and writing skills. "Focus on Understanding Sequence" and "Continental Press-Empire State NYSESLAT" are the materials to be used in this language intensive program. Through the use of multiple intelligences and ELL methodologies, this program will help ELL students to increase their English proficiency and to prepare for the NYSESLAT.

Students will be continuously assessed in order to determine their progress in English language proficiency. Ongoing articulation between the classroom teacher and the after school teacher will assure common goals and to monitor student progress. Additionally pre-testing and post-testing will be implemented. Each student will have a personal action plan written by all professionals who work with the students.

The following instructional materials have been purchased to align with our core curriculum; they are supplemental in nature, as well as basic to ESL strategies: Continental Press- Empire State NYSESLAT Test Preparation Materials

Saturday Learning Institute

ESL strategies for success in mathematics targets 42 third, fourth and fifth grade ELL students who take the city-wide mathematics test. The focus is on vocabulary, test taking strategies and understanding the approaches to problem solving. There is ongoing articulation between the classroom

teacher and after-school teacher. The program involves pre-testing, diagnostic assessments and post-testing. Each student has a personal action plan written by all professionals who work with the student. This program is offered on Saturdays from 9-12 beginning in December.

PART III – ELL DEMOGRAPHICS:

ELL PROGRAMS

All parents of incoming students complete a Home Language Survey (HLS) upon registering their children in the school. The ESL coordinator reviews all the HLSs of incoming students. Together with a Spanish speaking teacher, the ESL coordinator conducts an informal oral interview in both English, and Spanish. She then administers a formal initial language assessment. Those students whose home language is determined to be other than English, based on this procedure, are then given the LAB-R. Annual assessment and evaluations are administered each Spring using the New York State English as a Second Language Achievement Test (NYSESLAT). All three ESL teachers are proficient in administering the NYSESLAT. The NYSESLAT is given with two teachers in the room at all times. During the first week of testing, the Speaking portion of the test is administered to each student individually. During week two of the testing process, the students are arranged into small groups of four to six and are administered the Listening portion of the NYSESLAT. During week three of testing, both the Reading and Writing portions are administered to slightly larger groups of students (six to eight students per session).

Within ten school days of their children's initial registration, parents of ELL students are invited to attend a meeting to discuss their children's programming options. Parents are notified of this meeting at registration, and are reminded via written communication sent home with their children. Follow up phone calls are made to remind parents of the meeting date. At the meeting, a video issued by the Department of Education providing parents with an overview of programs available for ELL is presented. Subsequently, the three program choices (free-standing ESL, Transitional Bilingual and Dual Language programs) are explained and thoroughly explored in both English and Spanish. Only after parents have completely understood the options open to their children, are they asked to indicate their program of choice.

Entitlement letters are distributed to parents after the results of their children's LAB-R are reviewed. Entitlement letters are both mailed and sent home with the children. Parent Surveys and Program Selection forms are completed by parents and returned to the school at an informational meeting described above. Those parents who did not attend the meeting are approached at dismissal when picking up their children. The importance of parent input in their child's education is emphasized and all parents are urged to attend a second meeting.

An assessment of the Parent Survey and Program Selection forms is made by the Assistant Principal and ESL staff. Parents of ELLs at P.S. 69 have consistently chosen to have their children placed in an ESL Only freestanding program. For the past three years, and including this school year, parents of ELLs have never chosen a Bilingual program and have always chosen ESL. We offer an ESL Only free standing program as per our ELLs parents' choice. We offer this program as a push in /pull out model administered by certified ESL teachers in every grade.

Parent choice at P.S. 69 has always and consistently been for ESL only programs. We provide each and every identified and eligible child a combination pull out/push in program. Each program is tailored to the amount of time required for his/her level of proficiency. Presently, we are

moving toward a total push-in program. Beginning level students and kindergarteners, in addition to push in, are given individual pull out until such time as the teacher deems them able to function viably in the classroom with their peers.

Currently, we are using a Push-In and Pull-Out model. In Pull-Out, we meet with the children at the beginning and intermediate levels for 360 minutes per week. Those students at the advanced and transitional levels participate in Pull-Out programming and seen for 180 minutes per week. The beginning and intermediate groups are kept to a minimum, four to six students per group, while the advanced and transitional groups may be somewhat larger. As students gain confidence and progress in their English language skills, they are transitioned to Push-In. Our goal is to meet the linguistic needs of each individual student while moving to a complete Push-In model over the course of the school year.

Number of ELL's by Grade in Each Language Group

	Kindergarten	1st grade	2nd grade	3rd grade	4th grade	5th grade
Spanish	17	13	6	18	18	7
Arabic	-	-	1	-	1	-
French	-	-	1	1	-	-
Africaan	-	-	1	1	-	-

ELL YEARS OF SERVICE AND PROGRAMS

ELL's by Subgroup

	ALL (0-3 years)	SIFE (0-3 years)	Special Education (0-3 years)	ALL (4-6 years)	SIFE (4-6 years)	Special Education (4-6 years)	ALL (completed 6 years)	SIFE (completed 6 years)	Special Education (completed 6 years)
ESL	39	3	9	4	0	19	-	-	-

HOME LANGUAGE BREAKDOWN AND ELL PROGRAMS

The program models at P.S. 69 are Block, Heterogeneous grouping by grade. All ESL instruction (Push-In and Pull-Out) is delivered by certified ESL teachers. P.S. 69 offers a Free standing ESL Only model. Instructional minutes are delivered in Pull-Out small groups and/or Push-In as per the proficiency level of each student. Content areas are delivered in English in the regular classroom. Classroom teachers are trained in ESL methodology and routinely apply learned skills and strategies to their whole class program delivery. In consultation with classroom teachers, ESL teachers review and reinforce content instruction and use content material in their language development approach. ELA and NLA are not offered.

PROGRAMMING AND SCHEDULING INFORMATION

Content areas are delivered in English within the regular classroom. The ESL teacher confers regularly with the classroom teacher and incorporates the content into the ESL lesson. In addition, classroom teachers are trained in ESL methodology and best practices. These methods have proven effective during whole group instruction. Such pedagogy as graphic organizers, writing about content and a focus on the development of questioning techniques are used in addition to partnering and group work. Lessons are differentiated to target students' individual learning needs.

As stated above, the classroom teacher apprises the ESL teacher of specific topics to be covered in each content area. In Mathematics, the use of manipulatives is both a motivating and effective tool. In Social Studies, emphasis for ELLs is on vocabulary building and acculturation. Pictures and storytelling (i.e. biography) in addition to maps, coins, and other representations that define life in the United States are presented as enrichment to the Social Studies curriculum.

Every classroom at P.S.69 is equipped with Apple computers and listening centers. 90 percent of classrooms on the kindergarten – 2nd level are equipped with Smart Boards. Laptop availability, visual aids such as: maps, charts, graphs and pictures are utilized daily across all grade levels. Balanced Literacy (Reading and Writing workshop), *Everyday Math K-2*, *Scott Foresman Math 3-5* are utilized. *On our way to English* is as a literacy program that supports our ELL students within the classroom.

At present, P.S. 69 has 6 SIFEs. Currently, P.S. 69 has 21 newcomers and 31 ELL's receiving service 4-6 years. P.S. 69 has no long term ELL's and 22 ELLs currently enrolled in Special Education classrooms. Newcomers to New York City schools are given additional support in ELA and in the content areas by Academic Intervention Services (AIS) teachers. In addition, these ELLs receive both Pull-Out and Push-In services by the ESL teacher.

Currently, ELL students receiving 4-6 years of service are immersed in all aspects of our curriculum. Teachers provide guided practice to ensure that those students understand the concepts being discussed. Ongoing formative assessments throughout a lesson inform the teachers' next steps for their students. Lessons are differentiated to target students' individual learning needs. ELLs receiving service for four or more years are enrolled in Pre and Post school groups where they receive additional language and literacy support. In addition, a Saturday program has been instituted for long term ELLs. Special needs ELLs are seen by the SETSS teacher on a Pull-Out, and on an individual basis in addition to the regular ESL group they may participate in.

Transitional support is delivered as Push-In to those students who have scored at proficiency on the NYSESLAT. Study skills and test prep are emphasized to help these students succeed on the myriad of standardized and content area tests they need to pass. We are trying to transition our delivery of services to a Push-In only level. In some cases, the Pull-Out model continues to benefit those children in need of focused, individual attention. We do not foresee discontinuing any programs that are currently in place.

Intervention programs for ELLs are offered in English and Spanish when possible. They include services delivered by the SETSS and AIS teachers and the Morning Breakfast Club, After School sessions and Saturday program. Content area intervention is targeted to the upper grades, at all language levels.

All ELLs may and do participate in any and all school programs; these include, but are not limited to after school clubs, special assemblies, and school trips. In addition, ELLs may join the Breakfast Club, After School tutoring, and Saturday classes for language and literacy development. These programs offer targeted support to ELLs. All services, resources, and materials correspond to ELLs ages, grade levels and proficiency levels. P.S.69 offers a Summer Enrichment program four days a week. All ELL students who have been identified prior to the beginning of the school year are encouraged to attend.

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.

P.S. 69x believes that effective learning opportunities are the key to increasing student performance and have created several learning models that support achievement for our ELL population. The school provides professional development to all staff members. This includes administrators, guidance personnel and out of classroom personnel. The ELL teacher’s goal is to make sure that the entire staff becomes involved and knowledgeable regarding educational issues and strategies pertaining to ELL students, focusing on NYSESLAT and standard based ELA instruction.

All teachers and paraprofessionals, including our Title III participants, have received professional development, to include the Language Allocation Policy. Classroom teachers continue to receive site-based professional development throughout the year during scheduled common preparation periods and on designated professional development days. Workshops are provided by our principal, assistant principal, literacy coach, math coach, literacy consultants and ESL teachers during common planning and professional development days. The following topics will continue to be addressed.

Professional Development Schedule:

- September 2010 The ELL Student in the Monolingual Classroom; Overview of the ESL Program and LAP at P.S. 69X
- October, 2010 The Use of appropriate Assessment for ELL Students
- November, 2010 Strategies of Language Acquisition
- December, 2010 Writer’s Workshop, Implications for the ELL Student
- January, 2011 Overview of ESL/ELA Standards
- February, 2011 Myth and Misconception of Second Language Development
- March, 2011 Word Study and Language Development
- April, 2011 NYSESLAT: What is it?

Additional Topics included in Teacher’s professional development are:

- The NYS ELA, Math, Science and ESL Standards (Including Title III PD)

- Assessment Tools, Techniques and Procedures for ELL Students
- Differentiated Instruction based on the Principles of Learning
- ESL Methodologies and Strategies- Scaffolding Instruction
- A Closer Look at Reading and Writing for ELL Students
- Preparing for NYSESLAT-(Including Title III PD)
- Assessment Binders
- Teacher's College materials

All ESL certified teachers regularly attend the BETAC workshops offered at Fordham University. The methods, techniques, current trends and research acquired there are then incorporated into school-wide training for the entire staff, as everyone interfaces with ELLs on some level.

The teachers of our upper grades (4th and 5th) visit the Middle Schools that we feed. There they meet with the sixth grade teachers and administration to discuss the incoming students and how they can collaborate to ease the children's transition to Middle school. Certified ELL and Special Education teachers, who have previously been trained, provide workshops on school half days and staff development days to the entire staff. These workshops include the 7.5 hours of training as mandated by the Jose P. legislation.

PARENTAL INVOLVEMENT:

P.S. 69 has a strong PTA. Our meetings are heavily attended. We conduct the meetings in English and Spanish so that our ELL parents are comfortable and kept informed and involved in their children's education. The local Public Library, which is located very close to the school, provides tutoring in ESL for adults. In addition, they have an extensive collection of high interest materials in Spanish which help to promote literacy in the first language. Parents are referred to the library at our very first meeting. The Regional Office's Parent Advocate is charged with identifying resources to address parents' acculturation and linguistic needs.

Part of the intake process at registration, involves a parent interview in the parent's native language. During the interview parents are asked to identify any needs and concerns they have that the school can help resolve. We continue to identify and address the parents' needs throughout the school year at meetings and during personal interviews. As the parents' needs become apparent, the PTA and the Parent Coordinator create avenues to address those needs. All communications distributed by the school and PTA are written in Spanish and English. The Attendance teacher, School Aides, and Family Assistant are all bilingual. They are vigilant in ensuring that parents are kept abreast of all school happenings, and that they become as involved as possible in their children's education.

Our Title III Parent Involvement plan is designed to provide parents with the opportunity to participate in workshops and meetings that focus on providing them with strategies that will enhance their child's linguistic and academic development. Workshops take place twice monthly and are conducted by the ESL teacher and Parent Coordinator. Parents will participate in the following workshop series.

Topics include:

- Peace in the ELL Family (Ongoing)
- How to Help Your Child be Successful on the NYS Tests Series (Content Areas: ELA, Math, Science for ELLs) (Monthly)

- How Parents Can Help Their Child Prepare for the NYSESLAT (Winter Semester)
- Family Literacy
- Understanding Child Development

Local hospitals provide workshops on: H1N1, Breast Cancer, etc. for parents of ELLs. Monies will be used for materials and refreshments. Supplies and materials include: chart paper, sample tests, markers, pens, pencils, folders, books, etc.

PART 1V ASSESSMENT DATA ANALYSIS

At P.S. 69 all K through grade 3 classes are assessed using Fountas and Pinnell. These results allow us to evaluate where our ELLs stand with regard to their English speaking peers as well as charting their own individual progress. The students are assessed three times during the school year, namely, at the beginning, middle and end periods. Thus, the school is provided with a benchmark by which we can assess progress, as cohorts and as individuals as the year goes on. This data helps the Early childhood team, (as well as the inquiry team), to capitalize on those areas of strength in determining thematic approaches to reading, and to concentrate on the language and literacy weakness of our ELLs.

It is clear from the modality review, that the vast majority of our ELLs have a good or advanced command of English BICS (oral/communicative language). The progression in developing their language skills is shown by the number of students who score out or move from beginning to intermediate and advanced levels.

In looking at the data patterns of the NYSESLAT and the LAB-R, the instructional team is convinced that the thematic approach we are using is instrumental in developing English language skills in our ELLs. Emphasis is on reading and writing as shown by the results of the NYSESLAT and the needs of the students.

The patterns clearly confirm that our ELLs are succeeding in our program. The number of students scoring at level 3 and Level 4 increases as the children progress from grade to grade. On the NYSESLAT, the listening and speaking parts are mastered within the first year, whereas the reading and writing are in concert with the level progression of the instructional program. We do not administer tests in the native language; however, a writing sample in the native language (upon admission) is used to initially assess the students' literacy in his/her native language.

The ELL Periodic Assessments are used to evaluate the effectiveness of the instructional program. As ELLs progress in their language acquisition, more challenging materials are presented. The instructional program is constantly being modified to meet the needs of all students.

The ELL Periodic Assessment informs us of the progress of our ELLs in developing their English language skills. It makes clear what is working for these children and what needs modification. It helps us to customize our teaching to maximize the acquisition of English fluency. The Native Language is used minimally for support where needed.

Individual and cohort data analysis is used to assess progress and performance on a periodic and annual basis. Scoring out and advancing in the NYSESLAT, and parents support and satisfaction with their child's growth is paramount in our model.

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)	9	5	3	4	0	2								23
Intermediate(I)	1	5	1	7	4	1								19
Advanced (A)	4	2	5	8	12	3								34
Total	14	12	9	19	16	6	0	0	0	0	0	0	0	76

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	1	0	1							
	I	0	0	1	0	0	0							
	A	0	3	0	1	0	0							
	P	2	7	4	12	16	2							
READING/ WRITING	B	2	4	1	2	0	1							
	I	0	4	1	6	3	0							
	A	0	2	3	6	13	2							
	P	0	0	0	0	0	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5	8	3		16
4		6	1		7
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2		5		8		2		17
4									0
5									0
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		1		1		2		5
8									0
NYSAA Bilingual Spe Ed									0

OVERALL NYSESAT® PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	9	5	3	4	0	2								23
Intermediate(I)	1	5	1	7	4	1								19
Advanced (A)	4	2	5	8	12	3								34
Total	14	12	9	19	16	6	0	0	0	0	0	0	0	76

Form TIII – A (1) (b)

School: PS 69X BEDS Code: 32-08-00-01-0069

Title III LEP Program

School Building Budget Summary

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session	\$13,072. 00	50 sessions - 3 ESL teachers (including F Status ELL teacher) 1.75 hours each session \$262.00 x 50 sessions= \$13,072. 00
Purchased services - High quality staff and curriculum development contracts.	\$660	Translation Services
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$1,000.00	Instructional materials were purchased that are aligned to our core curriculum, as well as basic ESL strategies. \$900- Continental Press- Empire State NYSESLAT Test Preparation Materials
Educational Software (Object Code 199)		
Travel	0	
Parent Involvement	\$268.00	ELL workshops supplies materials for parent include: chart paper, sample tests, markers, pens pencils, folders, books, etc.
TOTAL	\$15,000.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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.**

P.S. 69X reaches out to parents/guardians whose home language is not English in order to best communicate information about the school's academic program, student achievement and opportunities for parent learning. Our school's Home Language Surveys indicate when translations are needed in Spanish. The Department of Education (DOE) meets a majority of our written translation needs through the Translation and Interpretation Unit. Additionally, under the coordination of our Parent Coordinator, our school's technology staff developer, family worker and bilingual secretary translate all other written correspondences that are not translated by the DOE. The parent coordinator is available at all parent workshops and parent-teacher conferences to coordinate the translation of information, questions and responses. P.S. 69 utilizes demographic surveys and the Lab-R results to determine the language translation needs of the school community. Students receive ESL instruction as described in Appendix 2.

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

The Department of education provides a majority of our written translation. Our Parent Coordinator and bilingual technology staff developer translate all other written documents. Oral interpretation services are coordinated by our Parent Coordinator and are provided by our Family Worker, bilingual technology staff developer and bilingual secretary for all parent meetings and workshops. The school community is informed of our translation and interpretation polices in the Parent Handbook. The Parent Handbook is updated annually and distributed in September and at the initial Parent Association Meeting. The major findings of our school's written and oral interpretation needs assessment has been that, overwhelmingly, the need is most great for Spanish Language translation. The school maintains Spanish Language supports in order to assist parents and guardians on a daily basis.

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 provisions 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.

At P.S. 69 all written documents are translated in a timely manner by school staff (Family worker, bilingual technology staff developer and bilingual secretary). These documents include calendars, parent informational notes, schedules of parent workshops, school events and celebrations. The school uses the DOE's in-house Translation and Interpretation Unit. The Unit supplies translators for school-based meetings and trainings. Our school website and phone systems are equipped to translate information into all languages.

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.

As indicated in Part A, the major findings of our school's written and oral interpretation needs assessment has been that, overwhelmingly, the need is most great for Spanish Language translation. The school maintains Spanish Language supports in order to assist parents and guardians on a daily basis. P.S. 69 employs the following oral interpretation services in order to meet the needs of our school community:

- Utilization of the DOE's Translation Unit to supply translators for school-based meeting and training.
- Use of the school's website and phone system which are equipped to translate into all languages.
- Use of in-house staff that speaks Spanish and assist in translation daily.

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>.

At the start of each school year, a Home Language Survey is administered to all parents of newly registered children to identify the primary language spoken in the home. Our school, in accordance with Regulation A663, provides translation and interpretation services to our parents who require language assistance in order to communicate effectively with the school community. Additionally, parents are always informed by the Parent Coordinator that they may choose to rely on an adult companion or relative for additional language support and interpretation during meetings. Parents are notified regarding available translation and interpretation services on our school's website, by our school's phone system and by regular school mailings to parents. .

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 School-wide 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:	461, 656	252, 136	713, 792
2. Enter the anticipated 1% set-aside for Parent Involvement:	4, 616. 56	2, 521. 36	7137.92
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	23, 082.80	*	
4. Enter the anticipated 10% set-aside for Professional Development:	46,165.60	*	

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

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

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

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

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

School Parental Involvement Policy:

P.S. 69X agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118 (b) of the ESEA, and includes, as a component a school-parent compact consistent with section 1118 (d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - ❖ Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring ---
 - That parents play an integral role in assisting their child’s learning;
 - That parents are encouraged to be actively involved in their child’s education at school;

- That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

All actions, reports, workshops, conferences, findings, and information for parents are available in English and Spanish.

1. **P.S. 69X** will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - Convene an annual meeting for parents to inform them of the Title I program and their right to be involved.
 - School Leadership Team and parent coordinator will conduct a parent needs assessment to determine priorities to be addressed.
 - Collaborate with the Executive Board of the Parents Association to develop a comprehensive school parental involvement plan.
 - All constituents will discuss findings and create and/or revise the school parent involvement plan.
2. **P.S. 69X** will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - Participate in Learning Walks to observe, reflect and provide feedback regarding the school's instructional programs.
 - Provide and discuss feedback from reviews at AIS/Instructional, School Leadership and Parent Association meetings.
 - Encourage parents to participate in sub committees to plan parent workshops that directly impact student learning.
3. **P.S. 69X** will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - Parents are provided access to student data.
 - Parents will have access to computer software that will assist in the development of programs geared to increase student performance.
 - The Parent Coordinator will be a means of support for the parents as they become more involved in school activities.
 - Teacher specialists will provide parent workshops to support understanding of the school curriculum.
 - The technology specialist is available to support parents in the use of computers and how to find pertinent information on the Internet including ARIS Connect.
 - The Annual School Report Card is distributed to parents and provides information about the school's achievement and standing.
4. **P.S. 69X** will coordinate and integrate Title I parental involvement strategies with other programs:
 - The Parent Coordinator will oversee all parent involvement activities, including workshops, meetings and contacts with outside organizations.
 - Learning Leaders volunteer to work in classrooms and the cafeteria.
 - Parent worker and social worker will conduct a series of Pre-K parent workshops.
5. **P.S. 69X** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. All workshops, information, evaluations and feedback will

be translated into Spanish to prevent any barriers to parental participation. Workshops and meetings will be conducted during and after school to accommodate all parent schedules.

- Surveys will be conducted to ensure that parents have a voice in the decision making process.
 - Focus groups will allow parents to network and discuss issues and concerns relevant to their needs.
 - Parents will review school programs and budget as members of the School Leadership Team.
 - The Parent Coordinator will be available to meet with parents to answer questions, provide information and address concerns.
 - ELL workshops are conducted for parents by the ESL teacher.
 - Learning Leaders will provide workshops to parents as supports for helping their children succeed academically. Also, Learning Leaders will conduct trainings to prepare parents to be Learning Leader volunteers in the classroom.
 - The school's Even Start Program will provide ESL and GED courses to parents whose children are involved in the program.
6. **P.S. 69X** will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
- a. The school will provide workshops, information and assistance to parents of children served by the school, as appropriate, in understanding topics such as the following:
 - New York State content standards
 - New York State achievement standards
 - New York State assessments including New York State alternate assessments (Requirements of Part A)
 - School-wide periodic assessments
 - How to monitor their child's progress and how to work with educators.
- Venues to inform parents will include:**
- Parent Workshops
 - Parent teacher conferences
 - Curriculum Night/Back to School Night
 - Promotional policy meetings
- b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:
 - How to Help Workshop series by the parent coordinator will strengthen the home- school connection
 - Provide parents with access to data through the ARIS Parent Link.
 - Learning Leaders will be trained to work with struggling students using Great Leaps.
 - Jump Start Reading Program will provide training to parents in highlighting fluency skills while working as volunteers in the primary grade classrooms.
 - As part of our community outreach we are establishing a parent lending library in our Robin Hood Library.
 - Staff will provide workshops in Literacy, Math, Science, and Social Studies.
 - Parents are invited to attend, Book Fair, Enrichment Cluster Fair, Awards Assemblies, Broadway Junior Production, and other school events.
 - The Parent Coordinator trains parent volunteers to assist in classrooms and the lunchroom.
 - Meet the teacher night is held in October to familiarize parents with teachers and school programs.

- Our Monthly Book and a Bagel workshop provide parents with the opportunity to read and discuss the same literature that their children are reading in school.
- Classes through our Even Start program will foster literacy and parenting skills to the families of our nursery age students.
- c. The school, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build partnerships between parents and the school community by:
 - Parent outreach by the Parent Coordinator
 - Family Worker conducts parent workshops
 - Home visit are conducted
 - Phone calls to parents are made and logged by The Phone Master
 - Parent Monthly calendars
 - Parent/Teacher Conferences
 - Informational meetings by community based organizations
 - Health Fair/Family Day in June
 - Notices and Permission slips
- d. The school will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practical, in a language the parents can understand
 - School Messenger Phone System
 - Parent Coordinator
 - Family Worker
 - Learning Leaders
 - School Leadership Team
 - Awards Assemblies
 - Monthly Calendars
 - School Menu
 - Holiday Homework Packets
 - Parent Information Notices
 - Test scores on how their students are performing
 - Individual student goal setting profiles

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118 (e) of the ESEA:

- Involving parents in the development of training for teachers, principals and other educators to improve the effectiveness of that training;
- Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;

- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- Training parents to enhance the involvement of other parents;
- In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- Adopting and implementing model approaches to improving parental involvement;
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities, and
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request.
- Saint Barnabas hospital will partner with PS 69 to provide parents with workshops on health issues addressing mind, body and spirit.
- Parents take several group trips throughout the school year – a bus trip to attend an etiquette class in Manhattan and a sightseeing tour across Manhattan.

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title 1, Part A programs, as evidenced by agendas and signature sheets. This policy was adopted by Public School 69X on June 13, 2010 and will be in effect for the period of 1 year. The school will distribute this policy to all parents of participating Title I Part A children on or before September 13, 2010.

School-Parent Compact

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

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

P.S. 69X School-Parent Compact

P.S. 69X and the parents of students participating in activities, services and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the

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students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school parent compact is in effect during school year 20010-2011.

School Responsibilities:

P.S. 69X will:

- Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the New York State standards as follows:
 - Support teachers in their efforts to create positive learning environments to support student learning.
 - Continue to use data to drive differentiated instruction to meet the needs of all students.
 - Implement study groups around professional literature to expand teachers' knowledge of curriculum.
 - Provide ongoing differentiated professional development based upon the Principles of Learning.
 - Conduct Learning Walks to provide the data for the next steps in planning professional development.
 - Administrators will conduct pre and post observation conferences to support high standards in teaching practices.
 - Provide resources and materials that support best instructional practices.
 - Develop and include CCSS in curriculum maps and units of study at each grade level to ensure congruence throughout the school.
 - Provide clear expectations about learning to students, staff and parents.

- Hold parent-teacher conferences twice a year during which this compact will be discussed at it relates to the individual child's achievement. Specifically, those conferences will be held during November and March.

- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - Report cards
 - Interim Assessment Data
 - Promotion in Doubt Letters
 - Request for Conference Letters
 - Minutes from Parent Association Meetings
 - Minutes from School Leadership Team Meetings

- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - During parent teacher conferences in November and March
 - The Parent Coordinator is available to parents at all times
 - Schedule conferences/appointments during preparation periods and/or lunch periods
 - Administrators have an open door policy
 - Home visits
 - Meet the Teacher Night

- Family Day Outing
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - Learning Leaders volunteer during the school day to implement The Great Leaps Fluency Program
 - Parent volunteers in classrooms and on class trips,
 - Parent coordinator provides workshops on curriculum and other topics as determined by the parent needs assessment.
 - Parents participate at school workshops conducted by administrators and coaches and staff
- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students),, and will encourage them to attend.
- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- Provide parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Provide to each parent an individual student report about the performance of their child on the NYS English Language Arts and Math assessments.

Parent Responsibilities

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

- Make certain that our children attend school no less than 93% of the time during the course of the year.
- Make sure that homework is complete

- Monitor the amount of television our children watch
- Volunteer at my child's school.
- Participate, as appropriate, in decisions relating to my child's education
- Promote positive use of my child's extracurricular time
- Stay informed about my child's education by promptly reading all notices from the school or Department of Education and respond appropriately.
- Complete all Parent Surveys
- Serve to the extent possible, on school or Department of Education policy advisory groups,
- Become a member of the PS 69 Parents Association

Student Responsibilities

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

- Come to school every day and come on time.
- Do my homework every day and ask for help when it is needed.
- Read at least 30 minutes every evening and have my reading log signed
- Give to my parents or the adult who is responsible for my welfare, all notices and information received by me from my school
- Follow the School Discipline Code
- Follow class rules, routines and procedures.
- Participate in extra curricula activities and school fairs
- Have high expectations for my learning
- Take responsibility for learning and teaching
- Work to peacefully solve problems with other students
- Be kind to each other

Signatures:

School

Parent (s)

Student

Date

Date

Date

(Please note that signatures are not required)

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: School-wide Program (SWP) Required Components

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

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.

Our comprehensive needs assessment was based on using the School Report Card, The NYC Progress Report, analyzing data from NYS tests in ELA, Mathematics, Social Studies and Science as well as looking at our in school formative assessments throughout the year. We also implemented focus groups with parents and analyzed the data from teacher surveys. For more detailed information, see Needs Assessment Section 1V

2. School-wide reform strategies that:

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

- Improved curricula in all content areas at all grade levels pre-k – 5, that address the needs of all students at P.S. 69
- Increased intervention services in all forms, e.g. academic, counseling, etc., to students identified in need of said services
- Supplemental instructional periods to augment the learning process
- Availability of a wide array of instructional materials and resources to improve performance and achievement
 - Robin Hood Multimedia Library
 - Smart Boards and computer programs
 - “Time to Know”
- Increased parental involvement and home connection activities
- Development of added incentives to motivate students to learn
 - College visits
 - Trips to museums
 - Reward Certificates
 - Library monitors
 - Peer Mediators
 - Project Boost

Extra-curricular activities to challenge the students outside school hours

- Trips
 - Archery
 - Road Runners Club
 - Drama, Dance, and music
 - Chess
 - Debate
 - Chorus
 - Enrichment Clusters
 - Using the arts to enrich content area learning
 - Targeted differentiated professional development designed to meet the needs of teachers in all grades and all subject areas
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the School-wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.

Students at P.S. 69X receive a comprehensive instructional program based upon their individual academic needs. The program provides for an extended school day, Saturday Academy and a summer learning institute. In addition to program opportunities that incorporate AIS in Math, Literacy and Science, students are also eligible to participate in, Drama (Broadway Junior), dance, archery, road runners club and enrichment clubs. Extended time opportunities are focused upon students in the testing grades 3-5, especially those needing academic support. ELL and Special Education students are an integral part of these extended day and extended year initiatives.

Our School-wide Enrichment Model provides all students with enrichment clusters. It is these enrichment clusters that lead students to a discovery of learning styles and academic interests. All clusters have an academic connection. In addition, our challenging and engaging core curriculum is differentiated to provide for the needs of all students at all academic performance levels. For students in historically underserved populations we ensure that they participate in all special project programs. We have begun school wide gender specific clubs that meet with our guidance counselor to develop the social, emotional and academic skills of this population. Also, PS 69 has partnered with the Young People's Chorus to provide chorus instruction to students in Grades 3-5.

3. Instruction by highly qualified staff.

All staff are carefully interviewed and selected. Through an agreement with Harvard University Graduate Education Department, Professional Development is provided to support teachers in developing “Best Practices”. Teachers are supervised and there are clear expectations for teaching performance and instructional standards utilizing the New York Standards for Teaching Performance Rubrics. Additionally, new teachers are supported through assigned school mentors, staff developers, and the school librarian.

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 School-wide Program to meet the State’s student academic standards.

There are two professional development consultants working with all teachers in Grades K-5 in reading and writing. Grades K-3 are focusing on improving reading and writing comprehension strategies through the implementation of the Fountas and Pinnell. Also vocabulary development and critical thinking skills related to textual analysis. Teachers in grades K -2 are looking at student work to identify areas of strength and areas of further growth. Also, teachers are utilizing the Teachers College Socials Studies unit to support them in this subject area. In Grades 3-5, teachers work with a consultant to learn new ways to incorporate textual analysis and book clubs into the reading and writing units of study. Grades 3 through 5 are focusing on writing across the genres with an emphasis on writing in response to reading, persuasive writing, and feature article writing. All paraprofessionals and school aides are a part of an ongoing conflict resolution and mediation program which supports our constructive and positive learning environment for all students. Additionally, all teachers are invited to participate in several online Harvard Graduate Education Courses. Three semesters of courses are offered to the teachers throughout the year in this ongoing high quality professional development focusing on differentiated instruction and strategies to reach students at risk as well as high performing students. This summer nine members of PS 69 community including the principal and the assistant principal participated in Harvard’s Project Zero Classroom to investigate “Making Learning Visible”.

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

The principal has an ongoing relationship with faculty at Harvard, Bank Street, Columbia University and N.Y.U. These contacts provide networking opportunities and result in quality referrals whenever there is a teacher vacancy at the school.

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

A needs assessment is completed and compiled at the beginning of every year. Parents have monthly workshops based on needs and requests. All curriculum areas plus music and art are offered. We also offer a test preparation seminar as well as “Peace in the Family” workshops, and “Book and a Bagel” book talk sessions, which are aligned with the school wide Book of the Month Club. This year we have extended our outreach to our parents to include a partnership with St. Barnabas Hospital to provide a wide variety of services that address health and child welfare. Parents involved in our Even Start program will receive in house support in areas around literacy and parenting. This will also enable parents to take GED and English language classes.

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

We outreach to our local nursery schools and day care centers by sending school personnel to speak to parents. We offer tours to prospective parents for our Pre- K program. We also have “Reggio Emilia” inspired pre- kindergarten and reach out to local day care centers with our high quality, academically rigorous, and innovative educational program for early childhood. This year we will continue to have a consultant trained in Reggio philosophy working with our early childhood teachers. All pre-k and kindergarten teachers have attended a national Reggio Emilia conference. Our new Even Start nursery program (2 and 3 year olds) will provide continuity in education for our students from the early developmental years to the 5th grade.

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

Our instructional team is composed of classroom teachers. These teachers regularly review and analyze all assessment data both formative and summative. It is under their auspices that we plan curriculum initiatives that address the specific needs of individual learners as well as informing school wide professional development initiatives and priorities for monitoring and revising instructional strategies in core curriculum areas. Every grade in the school is represented by a teacher on the team and there are also representatives from specialized programs, e.g. enrichment, at- risk intervention, ELL learners, and special education students. We use state of the art technology with Smart Boards and a school website to effectively analyze and disaggregate data, access resources, present data, and communicate within the school community as well as outreach to the larger community. Our inquiry work includes all teachers. Teachers on each grade examine their data to determine a strategy focus for inquiry.

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.

For our at risk students, as well as for students who are below or just reaching proficiency levels we provide a combination of push in and pull out academic intervention during the school day, after school, Saturdays and holidays (see Appendix 1). . Students are identified through a combination of standardized (summative assessments), ELA and Mathematics State assessments, and interim assessments. Additionally, teachers keep ongoing performance portfolios for students including running records, reading word, letter/sound lists, fluency rates, writing samples by genre, and monthly Math chapter assessments. All this information is used to plan short term academic goals for students, and flexible small group instruction. At advanced levels, the same methods as described above are used to form short term goals and flexible groups. These students participate in Renzulli inspired collaborative groups which are designed by students through the Renzulli website and Wizard project maker. Additionally, students participate in enrichment clusters every Friday afternoon. Students select their groups by interest. We offer chess, mathematics games and problem solving, book clubs, advanced art classes and debate to name a few options.

9. 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.

We have a successful, quality violence prevention program entitled “Resolving Conflict Creatively Program” which is made available to all students and all staff. This is a research based program which teaches anger management, problem solving, and alternate methods of dealing with conflict and coping with stress. Results from the program include 1- increased attendance, 2- improved standardized test scores, 3- lower incidence of suspensions and school violent events, 4- improved quality of classroom learning environments. We also have a school nutrition program, girls’ friendship skills groups, enrichment clusters, archery program, affiliation with New York Road Runners, and Harvard Graduate Education courses on-site. Our etiquette and character building program have impacted student behavior dramatically. The program helps students develop character, leadership skills, confidence, basic etiquette and the civic mindedness essential for success in life. Our Even Start program and partnership with St. Barnabas and the Learning Leaders Organization will support our parents in both literacy, health and child welfare.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the School-wide Program (✓)			Amount Contributed to School-wide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			461, 656	X	
Title I, Part A (ARRA)	Federal	X			252, 136	X	
Title II, Part A	Federal						

Reminder: To consolidate funding in a School-wide 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 School-wide Program school has the use of all consolidated funds available to it for the dedicated function of operating a School-wide Program without regard to the identity of those funds. Most School-wide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

- **Title I, Part A – School-wide 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. —

Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

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

7. Provide strategies to increase parental involvement; and

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

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

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

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

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.) **5 students**
2. Please describe the services you are planning to provide to the STH population.
 - Academic Intervention as necessary
 - Academic Enrichment
 - Extended day
 - Metro cards
 - Attendance teachers works with shelter staff
 - Breakfast in the classroom
 - Healthy foods nutrition program
 - Social workers (2 interns) will provide outreach, counseling and support for students
 - Access to Even Start outreach programs
 - GED classes
 - Basic Literacy classes
 - Parenting classes
 - Services through partnership with St. Barnabas Hospital
 - Health
 - Child welfare

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 069 The New Vision School					
District:	8	DBN:	08X069	School		320800010069

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	35	36	36		92.1	93.3	93.2
Kindergarten	71	93	91				
Grade 1	91	76	79	Student Stability - % of Enrollment:			
Grade 2	109	93	77	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	104	112	100		92.1	92.1	93.3
Grade 4	84	102	110				
Grade 5	93	79	109	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		70.6	82.9	89.5
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		8	16	27
Grade 12	0	0	0				
Ungraded	3	5	0	Recent Immigrants - Total Number:			
Total	590	596	602	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					7	3	6

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	49	50	48	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	20	29	41	Superintendent Suspensions	0	0	0
Number all others	35	26	36				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	42	42	47
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	11	10	7
# receiving ESL services only	74	78	TBD				
# ELLs with IEPs	4	22	TBD	Number of Educational Paraprofessionals	2	3	5

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	73.8	61.9	70.2
				% more than 5 years teaching anywhere	33.3	31.0	51.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	88.0	93.0	91.5
American Indian or Alaska Native	0.3	0.3	0.3	% core classes taught by "highly qualified" teachers	97.4	100.0	92.3
Black or African American	20.8	18.8	16.6				
Hispanic or Latino	73.4	75.2	76.1				
Asian or Native Hawaiian/Other Pacific	2.9	2.5	2.8				
White	1.9	2.2	1.7				
Male	50.7	50.7	50.8				
Female	49.3	49.3	49.2				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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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
All Students	v	v	v				
Ethnicity							

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:				NR	
Overall Score:	80.4	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8.6	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	13.9	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	49.1						
<i>(Comprises 60% of the</i>							
Additional Credit:	8.8						

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

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

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