



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** \_\_\_\_\_ VINCENT D. GRIPPO, P.S. 69 \_\_\_\_\_

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** \_\_\_\_\_ 20/K/069 \_\_\_\_\_

**PRINCIPAL:** \_\_\_\_\_ JAYNEMARIE CAPETANAKIS \_\_\_\_\_ **EMAIL:** \_\_\_\_\_ JCAPETA2@SCHOOLS.NYC.GOV \_\_\_\_\_

**SUPERINTENDENT:** \_\_\_\_\_ KARINA COSTANTINO \_\_\_\_\_

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Jaynemie Capetanakis	*Principal or Designee	
Margaret Schwerdtman	*UFT Chapter Leader or Designee	
Liz Hidalgo	*PA/PTA President or Designated Co-President	
	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	
Dana Marinaro	Member/Teacher	
Donna Pollari	Member/Teacher	
Lisa Fernandes	Member/Teacher	
Angela Fagan	Member/Parent	
Sanaa Ahmed	Member/Parent	
Jing Li	Member/Parent	
Mimi Lin	Member/Parent	

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

### **Annual Goal #1**

- By June 2012, all student subgroups will improve in their ELA performance as demonstrated by the number of Level 3 and 4 students increasing by 5% as measured by the NY State Assessments and Teachers College Reading and Writing Assessments.

### **Comprehensive needs assessment**

- Based on results from the 2010 New York State ELA exam for grades 3, 4 and 5 in 2010 students overall performance in levels 3 and 4 was 49.6%. In comparison to results in 2011 which were 48.2. This indicates a 1.4 decrease in level 3 and 4 performance. Therefore, indicating a need to focus on student level 3 and 4 performance.
- Based on results from the Teachers College Reading and Writing Assessments given in June 2010 and June 2011, students in grades K-5 scored level 2 performance on the assessments. This indicates approaching standard in reading and shows limited growth in on-standard level reading. Therefore indicating a need to foster and develop reading levels to meet "on standard" grade level decoding and comprehension.

### **Instructional strategies/activities**

- **Activity #1:** Professional Development
  - Instructional Strategies and Activities: Once a month literacy professional development topics led by the literacy coach include differentiated instruction, planning for Teachers College Reading and Writing Units, Common Core State Standard lesson planning, creation of writing rubrics and analyzing student work to plan and set goals for students as well as inform instruction. Twenty days a year a Teachers College staff developer for grades K-2 and 3-5 provide support in all areas of the workshop. Such topics include conducting mini-lessons, small group work, looking at student work and creating rubrics.
  - Target Population: Teachers servicing the K-5 student population inclusive of general education students, SWDs and ELLs.
  - Responsible Staff Members: Principal, Assistant Principals, TC Staff Developers, Literacy Coach, Data Specialist
  - Steps for Including Teachers in the Decision Making Process: Teachers determine the instructional needs of their students through the analysis of the Teachers College Reading and Writing Assessments. During grade meetings and professional development sessions they also use their knowledge of this analysis to formulate goals for their students.
  - Timeline: September, 2011 – June, 2012.
- **Activity #2:** Implementation of Orton Gillingham Methodology
  - Instructional Strategies and Activities: The Orton Gillingham Methodology is being utilized during the literacy block. This research based approach is grounded in phonics. It is a multisensory approach in teaching students how to read. Teachers received training from a licensed Orton Gillingham specialist for the September, 2010 to June, 2011 school year. Training will continue for the current 2011-2012 school year. The teachers administered and analyzed the TCRWP Spelling Inventory Assessment to determine the word study needs of their students. The teachers then utilized their OG training to provide differentiated instruction to meet student needs.
  - Target Population: Teachers servicing the K-5 student population inclusive of general education students, SWDs and ELLs.
  - Responsible Staff Members: Principal, Assistant Principals, TC Staff Developers, Literacy Coach, Data Specialist
  - Steps for Including Teachers in the Decision Making Process: The decision to begin utilizing the OG methodology stemmed from teacher input that indicated a need for additional instruction in phonics based elements. Their feedback also led us to begin a pilot program with the 5<sup>th</sup> grade students in which the entire grade was grouped homogeneously based on their performance on the spelling inventories.
  - Timeline: September, 2011- June, 2012

- **Activity #3:** The Extended-Day Program
  - Instructional Strategies and Activities: The extended-day program, 37 ½ minute tutorial program, that runs three days a week, focuses on English Language Arts. All students in the program were organized into small groups of no more than 10 students according to their reading levels. During this time, teachers conduct guided reading based on the level of their students.
  - Target Population: All level 1 and 2 students in grades K-5 inclusive of general education students, SWDs and ELLs.
  - Responsible Staff Members: All teachers on staff including the literacy coach, math coach, data coach, Principal and Assistant Principals.
  - Steps for Including Teachers in the Decision Making Process: Instruction is differentiated according to the needs of the students.
  - Timeline: September, 2011- June, 2012.
  
- **Activity # 4:** Academic Intervention Services
  - Instructional Strategies and Activities: Three full time AIS providers service each classroom at least once a week in collaboration with the classroom teacher. At this time, every child within the classroom is being serviced within a needs-based small group. Instruction takes the form of guided reading/strategy groups using non-fiction and fiction text sets as well as big books and word manipulatives. At the time of service, each service provider documents the strengths and challenges each student demonstrates in order to inform future planning.
  - Target Population: All students in grades K-5 inclusive of general education students, SWDs and ELLs.
  - Responsible Staff Members: All classroom teachers, AIS teachers, Literacy Coach, IEP Teacher, SETTS Teachers, Principal and Assistant Principals.
  - Steps for Including Teachers in the Decision Making Process: Teachers determine the groups based on the results of the TCRWP running record assessment. Instruction is differentiated according to the needs of the students.
  - Timeline: September, 2011- June, 2012
  
- **Activity #5:** Teachers College Reading & Writing Project Units of Study
  - Instructional Strategies and Activities: In collaboration with the Teachers College Reading and Writing Project, teachers in grades K-5 are supplied with units of study in both subjects each month to support them in their planning. Teachers use these units to facilitate the creation of teaching points based on the learning needs of their students. In addition, teachers and administrators are invited to monthly meetings at Teachers College that correlate to the units and support their understanding of the key points. Teachers and administrators then turn-key information acquired at grade meetings.
  - Target Population: All Grades K-5 teachers who instruct general education students, as well as SWDs and ELLs.
  - Responsible Staff Members: Teachers in grades K-5, Literacy Coach, Assistant Principals, Principal, TC staff developer
  - Steps for Including Teachers in the Decision Making Process: Teachers utilized TCRWP assessments and on-demand writing pieces to determine the teaching points that would best meet the learning needs of their students.
  - Timeline: September, 2011-June, 2012
  
- **Activity #6:** Literacy Afterschool Programs
  - Instructional Strategies and Activities: Students who are in need of improvement, in particular students who achieved a Level 1 and 2 on the 2011 ELA State Exam, will be invited to attend an afterschool tutorial twice a week. The focus will be placed on reading and test taking strategies and skills.
  - Target Population: Students in Grades 3 to 5 who are in need of improvement as determined by the NYS ELA exam. This includes general education students, SWDs and ELLs.
  - Responsible Staff Members: All teachers accepted to work the afterschool program, literacy coach, assistant principals and principal.
  - Steps for Including Teachers in the Decision Making Process: Instruction is differentiated according to the needs of the students.
  - Timeline: January 2012-April 2012.
  
- **Activity # 7:** Programming

- Instructional Strategies and Activities: The comprehensive literacy program for grades K-5 is organized into a daily block of time. During this block the children are immersed in one period for word study, one period for reading and one period for writing, where they are taught specific skills and strategies by their classroom teachers. A seven day cycle was established so that teachers can be given at least five common preps per every seven days, allowing them the time to work collaboratively as a grade. An additional prep for professional development is provided during each cycle as well. The cycle also allows for all literacy AIS support teachers to work alongside each classroom teacher to provide small group differentiated instruction for the entire class.
- Target Population: All staff members and students.
- Responsible Staff Members: Principal, Assistant Principals and Data Specialist
- Steps for Including Teachers in the Decision Making Process: Based on teacher feedback to allow for more common preps and additional assistance in providing literacy support to meet the various student learning needs and size of classes.
- Timeline: September, 2011 – June, 2012
- **Activity #8**: Inquiry and the Danielson Framework
  - Instructional Strategies and Activities: During teacher team meetings on Thursday mornings teachers work collaboratively in creating checklists surrounding the various domains of the Danielson Framework. This is done in order to raise the level of teacher practice. Scheduled inter-visitations are set up and checklists are utilized during the visits to support one another in improving their practices. By improving their practices, teachers will reflect on student work samples and utilize rubrics to assess student writing and develop small groups based on need.
  - Target Population: All teachers
  - Responsible Staff Members: All teachers, literacy coach, math coach, data specialist, assistant principals and principal
  - Steps for Including Teachers in the Decision Making Process: During faculty meetings teachers reflect on the positives and challenges of the domains being discussed.
  - Timeline: September, 2011 – June, 2012
- **Activity # 9**: Common Core/ ELA Performance Task
  - Instructional Strategies and Activities: All staff members have been trained in the new common core standards and have incorporated them into our curriculum plans. The standards have led the teachers to encourage their students to use higher order thinking in reading and writing. The teachers are creating rubrics around the CCSS. Throughout the year more integration of non-fiction topics will take place during the literacy block. This year all students will participate in one performance task by March.
  - Target Population: All teachers and students in grades K-5 including the SWDs and ELLs.
  - Responsible Staff Members: All teachers, literacy coach, data specialist, assistant principals and principal
  - Steps for Including Teachers in the Decision Making Process: The teachers work to create mini-lessons based on the CCSS and will work to create the performance task.
  - Timeline: September, 2011 – June, 2012

#### **Strategies to increase parental involvement**

- Provide professional development workshops for parents in collaboration with the parent coordinator, literacy coach and data specialist in such topics such as: literacy expectations for students in each grade, Common Core State Standards for literacy, DOE Common Core Performance Tasks, the components of the NY State ELA exam and test taking skills.
- Goal Sheets are distributed 4 times a year informing parents about the progress of their children and the goals their children are working towards.
- Publishing Parties are held after every writing unit

- Curriculum Mornings in September
- Twice a year opportunities to visit classrooms during open school week
- Monthly family fun nights including a Literacy Night
- ARIS Parent Link for online information about their child.
- All monthly calendars, principal newsletters and informational fliers are translated into the dominant languages that support our 76% Chinese student population and 12% Hispanic student population.
- Parent handbook copied and distributed in September

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Administrative staff uses DOE New Teacher Finder to recruit highly-qualified teachers when needed.
- On-going Professional Development in literacy is offered by the Literacy Coach and Teachers College Staff Developers throughout the school year to all grade levels with focus on comprehension, building vocabulary, word study and the rigor embedded in the Common Core State Standards performance tasks.
- Mentors and Literacy Coach are assigned to support new or struggling teachers.

**Service and program coordination**

- Supplemental Education Services Programs are provided to eligible students (free or reduced priced lunch) to help students make gains in literacy and math. Parents may choose to receive after-school tutoring at home or on premises through a school based provider, Brienza’s Academic Advantage, on either Thursday and Friday afternoons or Saturday mornings..
- Community Based Organization, the Brooklyn Chinese Association, has a partnership with the school and provides an after-school service to the students on school premises from Monday to Friday.
- The Office of Adult Education has partnered with P.S. 69 to provide onsite GED Class for Adults on Monday, Tuesday, and Wednesday evenings.
- The Office of Adult Education has partnered with P.S. 69 to provide onsite Adult English Classes Monday through Friday mornings.

**Budget and resources alignment**

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title IIA, Title III, ARRA RTTT, Contract for Excellence, and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Three full-time intervention teachers to service students in literacy.
- A Literacy Coach and Data/Testing Coordinator to support staff and lead professional development.
- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during the regular school day and extended day programs.
- Supplies needed to facilitate goals, including paper for copies.
- Teacher, Supervisor, and Secretary per session (2 days per week) for after school programs.
- Teacher per session for Translation of documents sent to parents, as needed from September to June.
- Professional services from CFN, Teachers College and an Orton Gillingham specialist.

## ANNUAL GOAL #2 AND ACTION PLAN

### **Annual Goal #2**

- By June 2012, all student subgroups will improve in their Mathematics performance as demonstrated by the number of Level 3 and 4 students increasing by 5% as measured by the New York State Mathematics Assessment.

### **Comprehensive needs assessment**

- Through Monitoring-for-Progress in mathematics, which is completed 3 times each year in grades K-5, teachers are able to monitor students' progress. This enables teachers to identify students' performance levels at any given point in the school year. This information is furthermore used for grouping students according to their performance.
- In grades 3, 4, and 5, NYC math interim assessments are given twice each year. Data will be monitored electronically through Acuity to inform the next steps of instruction. Particularly, teachers will be analyzing the data in each skill area to provide specific instruction in areas of need. Acuity Predictive exams are given once mid-year. This data is analyzed to determine the specific instruction based on students' needs.
- NYS test results are used in conjunction with unit tests and class work to determine student promotional criteria.

### **Instructional strategies/activities**

#### **Activity # 1: Math AIES**

- **Instructional Strategies and Activities:** Approximately once each week, all students in grades K-5, receive additional, differentiated instruction with two AIES teachers based on the results of a unit pre-test. Children are placed in three groups according to their needs. Group A receives intervention services; group B

receives on-grade level instruction to reinforce unit topics; group C receives enrichment activities related to the unit of study. At the end of each unit of study, a unit post-test is administered which enables the classroom teacher to understand the next step for each student and to regroup the children for the next pre-test and unit of study. Each unit of study is based on the demands of the Common Core State Standards in mathematics.

- Target Population: All students in grades K-5, inclusive of general education students, Students with Disabilities, and English Language Learners.
- Responsible Staff Members: All classroom teachers in grades K – 5 as well as two additional Math AIES teachers, Math Coach and a Data/Testing Coordinator, IEP Teacher, SETTS teachers, Assistant Principals and Principal.
- Steps for including teachers in decision making: Planning time is allocated one period every week for the purpose of establishing units of study and pre and post test development for each unit of study.
- Implementation Timeline: September 2011 through May 2012.

#### **Activity #2: Implementation of Investigations**

- Instructional Strategies and Activities: Currently, we are phasing out Everyday Mathematics Math program and implementing Investigations mathematics by Pearson Publishing. At this time the program has been implemented in three of the six grade levels. Each school year an additional grade level is added. The purpose for changing math programs is to meet the demands of the Common Core State Standards in mathematics, particularly to deepen the understanding and students' ability to demonstrate conceptual understanding.
- Target Populations: General education classrooms in grades K, 1, and 5 are presently using Investigations K, inclusive of IEP Students with Disabilities, and English Language Learners
- Responsible Staff Members: General education classroom teachers in grades K, 1, and 5 as well as four Math AIES teachers, resource room teachers.
- Implementation Timeline: September 2011 through May 2012.

#### **Activity #3: DOE Common Core Performance tasks**

- Instructional Strategies and Activities: This school year, every grade level, K through 5, will implement a unit of study that will culminate with a math performance task that is designated by the DOE Common Core Performance Task. This will ensure that the students will be able to accomplish more rigorous tasks in mathematics.
- Target Population: All students in grades K through 5, inclusive of general education students, Students with Disabilities, and English Language Learners.
- Responsible Staff Members: All teachers and support staff in grades K through 5.
- Implementation Timeline: September 2011 through May 2012.

#### **Activity #4: Professional Development**

- Instructional Strategies and Activities: Throughout the school year, professional development in mathematics is offered to the classroom teachers and support staff, with a focus on differentiated instruction, Common Core State Standards, Investigations program implementation.
- Target Population: All classroom teachers, math coach, data/testing coach, math AIES teachers, paraprofessionals, and SETTS teachers.
- Responsible Staff Members: Math coach, math AIES teachers, Assistant Principals, Principal
- Implementation Timeline: September 2011 through May 2012.

#### **Activity #5: Math after-school**

- Instructional Strategies and Activities: An after school program is offered to students in need of improvement in Grades 3, 4 and 5 to prepare for the NYS Mathematics exam.
- Target Population: Students in grades 3, 4, and 5 who are performing below grade standards or approaching grade standards.
- Responsible Staff Members: Assistant Principal, Principal, Math Coach, Teachers who are part of after-school program, secretaries.
- Implementation Timeline: January 2012 through April 2012.

**Activity #6: Programming Instructional strategies and activities**

- Instructional Strategies and Activities: The math program is blocked by grade level. During the block the children are immersed in mathematics instruction. Each week, one to two periods of math is devoted to AIES to allow for small group instruction in Common Core State Standards.
- Target Population: All students in grades K through 5, inclusive of general education students, Students with Disabilities, and English Language Learners.
- Responsible Staff Members: All classroom teachers, math coach, data/testing coach, math AIES teachers, paraprofessionals, and SETTS teachers.
- Implementation Timeline: September 2011 through May 2012.

**Strategies to increase parental involvement**

- Parent coordinator will schedule parent workshops to inform parents about DOE Common Core Performance Tasks which will be facilitated by math coach and foreign language translators.
- ARIS parent link
- Testing information for NYS math test
- Workshops explaining the math program
- Parent handbook copied and distributed in September
- All monthly calendars, principal newsletters and informational fliers are translated into the dominant languages that support our 76% Chinese student population and 12% Hispanic student population.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Administrative staff uses DOE New Teacher Finder to recruit highly-qualified teachers when needed.
- On-going Professional Development in mathematics is offered throughout the school year to all grade levels with focus on Investigations program methodology of teaching mathematics and the rigor embedded in the Common Core State Standards performance tasks.
- Mentors and Math Coach are assigned to support struggling or new teachers.

**Service and program coordination**

- Supplemental Education Services Programs are provided to eligible students (free or reduced priced lunch) to help students make gains in literacy and math. Parents may choose to receive after-school tutoring at home or on premises through a school based provider, Brienza's Academic Advantage, on either Thursday and Friday afternoons or Saturday mornings..
- Community Based Organization, the Brooklyn Chinese Association, has a partnership with the school and provides an after-school service to the students on school premises from Monday to Friday.
- The Office of Adult Education has partnered with P.S. 69 to provide onsite GED Class for Adults on Monday, Tuesday, and Wednesday evenings.
- The Office of Adult Education has partnered with P.S. 69 to provide onsite Adult English Classes Monday through Friday mornings.

**Budget and resources alignment**

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title IIA, Title III, ARRA RTTT, Contract for Excellence, and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Two full-time intervention teachers to service students in mathematics.
- A Mathematics Coach, and Data/Testing Coordinator to support staff and lead professional development.
- Professional instructional materials to support curriculum development during the regular school day.

- Consumable instructional materials for use during the regular school day and extended day programs.
- Supplies needed to facilitate goals, including paper for copies.
- Teacher, Supervisor, and Secretary per session (2 days per week) for after school programs.
- Teacher per session for Translation of documents sent to parents, as needed from September to June.
- Professional services from CFN.

**ANNUAL GOAL #3 AND ACTION PLAN**

### Annual School Goal # 3

- By June 2012, the Students with Disabilities subgroup including students in Self Contained, and SETTS will increase two reading levels as measured by the Teacher's College Reading and Writing Assessments.

### Comprehensive Needs Assessment:

- Based on the information from the 2010-2011 School Report Card we did not make our safe harbor target in the students with disabilities subgroup. The safe harbor target was 61 and our performance index was 58. Therefore, making it necessary for ELA to be a focal point for our students with disabilities subgroup.
- Based on the information from the 2010-2011 School Report Card we received one point additional credit for gains made by students with disabilities. Therefore, progress solidified their capability of further achievements supporting our goal to help them to reach level 2 performance on the NYS ELA Exam.

### Instructional strategies/activities

- **Activity #1:** SINI Planning
  - Instructional Strategies and Activities: In Spring of 2011, SINI funding enabled us to further support our students with disabilities subgroup by hiring teachers on a per session basis to collaborate to create unit plans that differentiated for these students. This planning opportunity will continue this school year once funding is issued.
  - Target Population: Students with Disabilities in grades K-5 and classroom teachers
  - Responsible Staff Members: Teachers working per session, Principal, Assistant Principals
  - Steps for Including Teachers in the Decision-Making Process: Teachers were invited to apply for the per session position. Once hired, they determined how to adjust the units to allow for differentiation.
  - Timeline: Spring 2011-current
- **Activity # 2:** Academic Intervention Services
  - Instructional Strategies and Activities: Three AIS providers, licensed in special education, service each special needs classroom twice weekly in collaboration with the classroom teacher. At this time, every child within the classroom is being serviced within a needs-based small group. Instruction takes the form of guided reading/strategy groups using non-fiction and fiction text sets as well as big books and word manipulatives. At the time of service, each service provider documents the strengths and challenges each student demonstrates in order to inform future planning.
  - Target Population: Students in self-contained classes in grades K-5.
  - Responsible Staff Members: Self-contained classroom teachers, AIS teachers (inclusive of Literacy Coach, IEP Coordinator, and SETTS teacher), Principal and Assistant Principals.
  - Steps for Including Teachers in the Decision Making Process: Teachers determine the groups based on the results of the TCRWP running record assessment. Instruction is differentiated according to the needs of the students.
  - Timeline: September, 2011- June, 2012
- **Activity #3:** Professional Development & Planning
  - Instructional Strategies and Activities: On a voluntary basis, all self-contained special education classroom teachers meet weekly with the Literacy Coach to plan for differentiation of lessons for the literacy block.
  - Target Population: Students in self-contained classes in grades K-5
  - Responsible Staff Members: Literacy Coach, Self Contained Teachers, SETTS Teachers Principal and Assistant Principal
  - Steps for Including Teachers in the Decision Making Process: Teachers plan and discuss units and strategies to meet the needs of their students.
  - Timeline: September 2011-to the present

- **Activity #4: Resources**
  - Instructional Strategies and Activities: The school purchased Mondo Response to Intervention kits with SINI money. In addition, Explode the Code books are used to compliment our Orton Gillingham Word Study approach. Words Their Way books are used for sorting activities. Non-fiction Info Pairs books are used to support the Common Core and non-fiction units of study. To support the testing as a genre unit, teacher's supplement mini lessons with high interest/low-level readability nonfiction skills books and Everyday Comprehension Activities.
  - Target Population: Students with disabilities throughout the school are the target population.
  - Responsible Staff Members: Literacy Coach, classroom teachers, SETTS teachers, AIS teachers,
  - Steps for Including Teachers in the Decision Making Process: During faculty grade meeting, teachers and administration discuss materials and resources to support in reaching their special needs students.
  - Timeline: September 2011 to present
  
- **Activity #5: Differentiation**
  - Instructional Strategies and Activities: Teachers work collaboratively to create small guided groups within the classroom where children are taught on their instructional reading level. This support will increase the amount of students reading on level and will support them in gaining strategies for reading as well as self monitoring their comprehension.
  - Target Population: Students With Disabilities, Special Education Teachers
  - Responsible Staff Members: Special Education Teachers, Assistant Principals, Principals
  - Steps for Including Teachers in the Decision Making Process: Teachers use common preparation time to review TC Assessments to plan their small groups.
  - Timeline: September 2011 to Present
  
- **Activity #6: The Extended-Day Program**
  - Instructional Strategies and Activities: The extended-day program, 37 ½ minute tutorial program, that runs three days a week, focuses on English Language Arts. All students with disabilities are mandated to attend the program. It is organized into small groups of no more than 10 students according to their reading levels. During this time, teachers conduct guided reading based on the level of their students.
  - Target Population: All Students with Disabilities, All Special Education Teachers, Assistant Principals, Principals.
  - Responsible Staff Members: Literacy Coach, special education teachers
  - Steps for Including Teachers in the Decision Making Process: Based on the TCRWP Assessments teachers decide on the needs of their students and plan their small group work accordingly.
  - Timeline: September 2001 to Present
  
- **Activity #7: Implementation of Orton Gillingham Methodology**
  - Instructional Strategies and Activities: The Orton Gillingham Methodology is being utilized during the literacy block. This is a research based approach grounded in phonics. It uses a multisensory approach in teaching students how to read. Teachers received training from a licensed Orton Gillingham specialist for the September, 2010 to June, 2011 school year. Training will continue for the current 2011-2012 school year. The teachers administered and analyzed the TCRWP Spelling Inventory Assessment to determine the word study needs of their students. The teachers then utilized their OG training to provided differentiated instruction to meet student needs.
  - Target Population: Teachers servicing the students with Disabilities
  - Responsible Staff Members: Principal, Assistant Principals, TC Staff Developers, Literacy Coach, Data Specialist

- Steps for Including Teachers in the Decision Making Process: The decision to begin utilizing the OG methodology stemmed from teacher input that indicated a need for additional instruction in phonics based elements. Their feedback also led us to begin a pilot program with the 5<sup>th</sup> grade students in which the entire grade was grouped homogeneously based on their performance on the spelling inventories.
- Timeline: September 2011 to the Present
  
- **Activity #8: Wilson**
  - Instructional Activities and Strategies: To support the Orton Gillingham Approach teachers of our 12:1:1 special education classes utilize the research based Wilson Foundations and Wilson Program to teach the students letter sound relationships and decoding strategies for reading. This will support in developing their relationship between word work and reading development.
  - Target Population: Teachers servicing the students with Disabilities, Students With Disabilities
  - Responsible Staff Members: Principal, Assistant Principal, Students With Disabilities
  - Steps For Including Teachers in the Decision Making Process: Discussion and collaboration during common preparation time encompasses building good foundations for reading development.
  - Timeline: September 2011 to the Present
  
- **Activity #9: Two SETTS positions**
  - a. Instructional Activities and Strategies: To increase support given to Students With Disabilities two full time SETTS teachers support students who are mandated as well as at risk for resource room. Through a push in pull out program the teachers utilize the OG Approach in collaboration with *Mega Words* and *Unlocking the Power of Print*. Also the research based *SRA Early Reading Intervention Program*, *Quick Reads*, *Recipe to Reading*, and *Great Source Day Book of Critical Reading and Writing*, are used to support students in the area of reading and writing development.
  - b. Target Population: Students With Disabilities
  - c. Responsible Staff Members: SETTS Teachers, Principal, Assistant Principals
  - d. Steps For Including Teachers in the Decision Making Process: During PPT Meetings students who are a concern are discussed and appropriate services for that child are decided upon.
  - e. Timeline: September 2011 to the present

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Administrative staff uses DOE New Teacher Finder to recruit highly-qualified teachers when needed.
- On-going Professional Development in literacy is offered by the Literacy Coach and Teachers College Staff Developers throughout the school year to all grade levels with focus on comprehension, building vocabulary, word study and the rigor embedded in the Common Core State Standards performance tasks.
- Mentors and Literacy Coach are assigned to support new or struggling teachers.

**Service and program coordination**

- Supplemental Education Services Programs are provided to eligible students (free or reduced priced lunch) to help students make gains in literacy and math. Parents may choose to receive after-school tutoring at home or on premises through a school based provider, Brienza's Academic Advantage, on either Thursday and Friday afternoons or Saturday mornings..
- Community Based Organization, the Brooklyn Chinese Association, has a partnership with the school and provides an after-school service to the students on

school premises from Monday to Friday.

- The Office of Adult Education has partnered with P.S. 69 to provide onsite GED Class for Adults on Monday, Tuesday, and Wednesday evenings.
- The Office of Adult Education has partnered with P.S. 69 to provide onsite Adult English Classes Monday through Friday mornings.

#### **Budget and resources alignment**

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title IIA, Title III, ARRA RTTT, Contract for Excellence, and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Three full-time intervention teachers to service students in literacy.
- A Literacy Coach and Data/Testing Coordinator to support staff and lead professional development.
- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during the regular school day and extended day programs.
- Supplies needed to facilitate goals, including paper for copies.
- Teacher, Supervisor, and Secretary per session (2 days per week) for after school programs.
- Teacher per session for Translation of documents sent to parents, as needed from September to June.
- Professional services from CFN, Teachers College and an Orton Gillingham specialist.

### **ANNUAL GOAL #4 AND ACTION PLAN**

#### **Annual Goal #4**

- By June 2012, Students with Disabilities (SWD) subgroup, will improve their mathematics performance as demonstrated by the number of students attaining Annual Yearly Progress increasing by 5% as measured by the 2012 New York State Mathematics Assessment.

#### **Comprehensive needs assessment**

- For the 2011/2012 school year, there are three self-contained SWD classrooms in grades K, 4 and 5.
- Last school year, SWD reached a performance index of 100 on the 2010 NY State Mathematics Test. The Safe Harbor performance index for school year 2010/2011 was 112, resulting in a two point difference between the actual performance index and the Safe Harbor performance index expectation. The Safe Harbor Target for school year 2011/2012 is 110.
- Through Monitoring-for-Progress in mathematics, which is completed 3 times each year in grades K, 4 and 5, SWD teachers are able to monitor students' progress. This enables teachers to identify students' performance levels at any given point in the school year. This information is furthermore used for grouping students according to their performance.
- In grades 4 and 5, NYC math interim assessments are given twice each year. Data will be monitored electronically through Acuity to inform the next steps of instruction. Particularly, teachers will be analyzing the data in each skill area to provide specific instruction in areas of need. Acuity Predictive exams are given once mid-year. This data is analyzed to determine the specific instruction based on students' needs.

- NYS test results are used in conjunction with unit tests, class work and IEP's to determine student promotional criteria.

### **Instructional strategies/activities**

#### **Activity #1:** Math AIES

- Instructional Strategies and Activities: Twice each week, all students in SWD classes in grades K, 4 and-5, receive additional, differentiated instruction with two AIES teachers based on the results of a unit pre-test. Children are placed in three groups according to their needs. Group A receives intervention services; group B receives on-grade level instruction to reinforce unit topics; group C receives enrichment activities related to the unit of study. At the end of each unit of study, a unit post-test is administered which enables the classroom teacher to understand the next step for each student and to regroup the children for the next pre-test and unit of study. Each unit of study is based on the demands of the Common Core State Standards in mathematics.
- Target Population: All SWD students in grades K, 4 and 5
- Responsible Staff Members: All SWD classroom teachers in grades K, 4, and 5 as well as two additional Math AIES teachers, Math Coach and a Data/Testing Coordinator, Assistant Principals and Principal.
- Steps for including teachers in decision making: Planning time is allocated one period every week for the purpose of establishing units of study and pre and post test development for each unit of study.
- Implementation Timeline: September 2011 through May 2012.

#### **Activity #2:** DOE Common Core Performance tasks

- Instructional Strategies and Activities: This school year, all classes will implement a unit of study that will culminate with a math performance task that is designated by the DOE Common Core Performance Task. This will ensure that the students will be able to accomplish more rigorous tasks in mathematics, including students with disabilities.
- Target Population: All SWD students in grades K to 5.
- Responsible Staff Members: All SWD teachers and support staff in grades K to 5, Math Coach, Math AEIS teachers, Data/Testing Coach, Assistant Principals and Principal.
- Implementation Timeline: September 2011 through May 2012.

#### **Activity #3:** Professional Development

- Instructional Strategies and Activities: Throughout the school year, professional development in mathematics is offered to the SWD teachers and support staff, with a focus on differentiated instruction, Common Core State Standards (CCSS) and teaching methods that are more aligned with CCSS
- Target Population: All SWD teachers, math coach, data/testing coach, math AIES teachers, paraprofessionals, and SETTS teachers.
- Responsible Staff Members: Math coach, math AIES teachers, Assistant Principals, Principal
- Implementation Timeline: September 2011 through May 2012.

#### **Activity #4:** Math after-school

- Instructional Strategies and Activities: An after school program is offered to students in need of improvement in Grades 3, 4 and 5 to prepare for the NYS Mathematics exam.
- Target Population: Students in grades 3, 4, and 5 who are performing below grade standards or approaching grade standards.
- Responsible Staff Members: Assistant Principal, Principal, Math Coach, Teachers who are part of after-school program, secretaries.
- Implementation Timeline: January 2012 through April 2012.

**Activity #5:** Programming

- Instructional Strategies and Activities: The math program is blocked by grade level. During the block the children are immersed in mathematics instruction. Each week, one to two periods of math is devoted to AIES to allow for small group instruction in Common Core State Standards. Our SWD classrooms in grades 4 and 5 use an intensive math intervention program called Focus Math by Pearson publishing. They also use a supplemental math intervention program by Marilyn Burns called “Do The Math” by Scholastic publishers.
- Target Population: All SWD in self-contained classes on grades K, 4, and 5 and IEP students in K to 5.
- Responsible Staff Members: All SWD teachers, math coach, data/testing coach, math AIES teachers, paraprofessionals, and SETTS teachers.
- Implementation Timeline: September 2011 through May 2012.

**Activity #6:** Full-time-SETSS teachers

- Instructional Strategies and Activities: For school year 2011/2012, an additional, full time SETSS teacher has been devoted to helping SWD students make the Safe Harbor performance index. There are now two full-time SETSS teachers on staff who scaffold the steps toward helping our SWD meet Safe Harbor and eventually make Annual Yearly Progress.
- Target Population: All SWD in self-contained classes on grades K, 4, and 5 and IEP students in K to 5.
- Responsible Staff Members: All SWD teachers, math coach, data/testing coach, math AIES teachers, paraprofessionals, and SETTS teachers.
- Implementation Timeline: September 2011 through May 2012.

**Strategies to increase parental involvement**

- Parent coordinator will schedule parent workshops to inform parents about DOE Common Core Performance Tasks which will be facilitated by math coach and foreign language translators.
- ARIS parent link is available for all parents to review their children’s test scores. Once each school year, during a PA meeting, the parent coordinator and data specialist reviews how to access the ARIS system.
- Testing information for NYS math test – prior to NYS tests, parents have the opportunity to attend a meeting to review testing criteria, test structure, scoring policies, allocated time, and possible test modifications.
- Workshops explaining the math program are provided each school year. The Math Coach conducts a PA meeting regarding the newly implemented Investigations Math program. All questions regarding the school’s math programs are addressed.
- Each September the parent handbook is copied and distributed to all students. Foreign translations are available.
- All monthly calendars, principal newsletters and informational fliers are translated into the dominant languages that support our 76% Chinese student population and 12% Hispanic student population.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Administrative staff uses DOE New Teacher Finder to recruit highly-qualified teachers when needed.
- On-going Professional Development in mathematics is offered throughout the school year to all grade levels with focus on Investigations program methodology of teaching mathematics and the rigor embedded in the Common Core State Standards performance tasks.
- Mentors and Math Coach are assigned to support struggling or new teachers.

**Service and program coordination**

- Supplemental Education Services Programs are provided to eligible students (free or reduced priced lunch) to help students make gains in literacy and math. Parents may choose to receive after-school tutoring at home or on premises through a school based provider, Brienza's Academic Advantage, on either Thursday and Friday afternoons or Saturday mornings..
- Community Based Organization, the Brooklyn Chinese Association, has a partnership with the school and provides an after-school service to the students on school premises from Monday to Friday.
- The Office of Adult Education has partnered with P.S. 69 to provide onsite GED Class for Adults on Monday, Tuesday, and Wednesday evenings.
- The Office of Adult Education has partnered with P.S. 69 to provide onsite Adult English Classes Monday through Friday mornings.

**Budget and resources alignment**

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title IIA, Title III, ARRA RTTT, Contract for Excellence, and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Two full-time intervention teachers to service students in mathematics.
- A Mathematics Coach, and Data/Testing Coordinator to support staff and lead professional development.
- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during the regular school day and extended day programs.
- Supplies needed to facilitate goals, including paper for copies.
- Teacher, Supervisor, and Secretary per session (2 days per week) for after school programs.
- Teacher per session for Translation of documents sent to parents, as needed from September to June.
- Professional services from CFN.

## ANNUAL GOAL #5 AND ACTION PLAN

### **Annual Goal #5**

- By June 2012, Limited English Proficient subgroup, will improve their ELA performance as demonstrated by the number of students attaining Annual Yearly Progress increasing by 5% as measured by the 2012 New York State ELA Assessment.

### **Comprehensive needs assessment**

- Last school year, Limited English Proficient students reached a performance index of 110 in ELA NY State Test. The Safe Harbor performance index for school year 2010/2011 was 116, resulting in a 6 point difference between the actual performance index and the Safe Harbor performance index expectation. The Safe Harbor Target for school year 2011/2012 is 119.

### **Instructional strategies/activities**

#### **Activity #1: ELL Instruction and Bilingual Programs**

- Instructional Strategies and Activities: ESL teachers utilize a blend of push-in and pull-out instruction to all English Language Learners in kindergarten through fifth grade classrooms to offer support in literacy and content areas to meet their state requirements of 360 minutes of weekly instruction for Beginner and Intermediate students and 180 minutes for Advanced students. Currently there are eight full time ELL teachers to provide instruction to our ELL students and they differentiate their small group instruction based on NYSESLAT results. Four Bilingual classes in grades K, 1, 2 and self-contained special education grade 5, foster language development and early literacy skills through native language arts instruction.
- Target Population: All ELL students in grades K through 5, and SWD students who are also ELL students.
- Responsible Staff Members: Eight full time ESL teachers, Assistant Principals, Principal.
- Implementation Timeline: September 2011 through June 2012

#### **Activity #2: Word Study**

- Instructional Strategies and Activities: Particular attention is paid to vocabulary development for English Language Learners as a vehicle for improved comprehension. Word study including phonemic awareness is developed by utilizing the OG approach. Throughout the school year the TC Spelling Inventory is administered to all students. Based on the results from this assessment the students are grouped according to their word study level and a specific instruction is provided to each group of students based on their needs. First period, every day, is devoted to word study in every teacher's program.
- Target Population: All ELL students in grades K through 5, and SWD students who are also ELL students.
- Responsible Staff Members: Eight fulltime ESL teachers, Bilingual teachers, all classroom teachers, Assistant Principals, Principal
- Implementation Timeline: September 2011 through June 2012.

#### **Activity #3: SES Provider After-school Tutoring Program (Brienza Academic Advantage)**

- Instructional Strategies and Activities: This year, all ELL students that are part of the SES site based after-school tutoring belong to self-contained ELL groups of no more than 12 students. Special ELL curriculum and ELL resources are used only by these groups of students.
- Target Population: All ELL students who are eligible for SES after-school program, which is based on free or reduced lunch.
- Responsible Staff Members: All SES after-school program teachers, two full time SES Lead Teachers, one full time SES Supervisor
- Implementation Timeline: November 2011 through June 2012

**Activity #4:** ELA After-school Program for ELL students

- Instructional Strategies and Activities: An after-school program is offered to students in need of improvement in Grades 3, 4, and 5 to prepare for the ELA exam by grouping students according to their proficiency levels.
- Target Population: All ELL students in grades 3 through 5
- Responsible Staff Members: ESL and Bilingual teachers who participate in this after-school program, Assistant Principal, Principal, School Secretary
- Implementation Timeline: January 2012 through April 2012

**Activity #5:** Professional Development

- Instructional Strategies and Activities: ESL teacher led workshops will be incorporated into ongoing grade level professional development to share best practices. Ongoing professional development will be provided to support the needs of every classroom, participation in CFN network study groups and workshops, including specific meetings toward the Common Core State Standards for ELL students, and DOE workshops. ELL teachers support and instruct a “Testing as a Genre” Unit of study implemented in grades 3, 4 and 5 as an instructional theme based ELA preparation.
- Target Population: All ELL students in grades K through 5
- Responsible Staff Members: Eight ESL teachers, classroom teachers, Assistant Principals, Principal
- Implementation Timeline: September 2011 through June 2012

**Activity #6:** Early Childhood Language Acquisition

- Instructional Strategies and Activities: Once a week all Kindergarten students will be receiving additional music instruction from two instructors from Arts Connection to build on their language, vocabulary and music development.
- Target Population: All Kindergarten students including ELLs and SWDs.
- Responsible Staff Members: Two Arts Connection teachers, classroom teachers, Assistant Principals and Principal.
- Implementation Timeline: November 2011- June 2012

**Activity # 7: Programming**

- Instructional Strategies and Activities: The comprehensive literacy program for grades K-5 is organized into a daily block of time. During this block the children are immersed in one period for word study, one period for reading and one period for writing, where they are taught specific skills and strategies by their classroom teachers. The cycle also allows for all literacy AIS support teachers to work alongside each classroom teacher to provide small group differentiated instruction for the entire class including ELLs.
- Target Population: All staff members and students.
- Responsible Staff Members: Principal, Assistant Principals and Data Specialist
- Steps for Including Teachers in the Decision Making Process: Based on teacher feedback to allow for more common preps and additional assistance in providing literacy support to meet the various student learning needs and size of classes.
- Timeline: September, 2011 – June, 2012

**Strategies to increase parental involvement**

- Each September the parent handbook is copied and distributed to all students. Foreign translations are available.
- All monthly calendars, principal newsletters and informational fliers are translated into the dominant languages that support our 76% Chinese student population and 12% Hispanic student population.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Administrative staff uses DOE New Teacher Finder to recruit highly-qualified teachers when needed.
- On-going Professional Development in literacy is offered by the Literacy Coach and Teachers College Staff Developers throughout the school year to all grade levels with focus on comprehension, building vocabulary, word study and the rigor embedded in the Common Core State Standards performance tasks.
- Mentors and Literacy Coach are assigned to support new or struggling teachers.

**Service and program coordination**

- Supplemental Education Services Programs are provided to eligible students (free or reduced priced lunch) to help students make gains in literacy and math. Parents may choose to receive after-school tutoring at home or on premises through a school based provider, Brienza's Academic Advantage, on either Thursday and Friday afternoons or Saturday mornings..
- Community Based Organization, the Brooklyn Chinese Association, has a partnership with the school and provides an after-school service to the students on school premises from Monday to Friday.
- The Office of Adult Education has partnered with P.S. 69 to provide onsite GED Class for Adults on Monday, Tuesday, and Wednesday evenings.
- The Office of Adult Education has partnered with P.S. 69 to provide onsite Adult English Classes Monday through Friday mornings.

**Budget and resources alignment**

- Eight full time ESL teachers to provide small group instruction to our ELL students.
- Four full-time bilingual Chinese teachers to meet the needs of ELL students.
- Three full-time intervention teachers to service students in literacy.
- A Literacy Coach and Data/Testing Coordinator to support staff and lead professional development.
- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during the regular school day and extended day programs.
- Supplies needed to facilitate goals, including paper for copies.
- Teacher, Supervisor, and Secretary per session (2 days per week) for after school programs.
- Teacher per session for Translation of documents sent to parents, as needed from September to June.
- Professional services from CFN, Teachers College and an Orton Gillingham specialist.

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	58	31	N/A	N/A	1	N/A	N/A	N/A
<b>1</b>	52	16	N/A	N/A	2	N/A	N/A	N/A
<b>2</b>	47	9	N/A	N/A	3	N/A	N/A	N/A
<b>3</b>	45	17	N/A	N/A	2	N/A	N/A	N/A
<b>4</b>	47	17	47	47	2	N/A	N/A	N/A
<b>5</b>	70	36	70	70	5	N/A	N/A	N/A
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<ol style="list-style-type: none"> <li>1. Orton Gillingham; Wilson; RTI (Response to Intervention); Guided Reading and Strategy Grouping</li> <li>2. Small Group, One-to-One, Whole Class</li> <li>3. During the School Day</li> </ol>
Mathematics	<ol style="list-style-type: none"> <li>1. Focus Math Intervention Program, Marilyn Burns “Do the Math” Intervention Program</li> <li>2. Small Group, One-to-One, Whole Class</li> <li>3. During the School Day</li> </ol>
Science	AIS within the content areas is provided in conjunction with the ELA AIS periods as part of the Non-fiction unit.
Social Studies	AIS within the content areas is provided in conjunction with the ELA AIS periods as part of the Non-fiction unit.
At-risk Services provided by the Guidance Counselor	<ol style="list-style-type: none"> <li>1. Appropriate socialization, Anger Management, Respecting Parents, Organization and Test Taking Anxiety, Appropriately Expressing Emotions, Respect for All, Bullying, Coping Strategies</li> <li>2. Small Group, One-to-One</li> <li>3. During the School Day</li> </ol>
At-risk Services provided by the School Psychologist	N/A
At-risk Services provided by the Social Worker	N/A

<b>At-risk Health-related Services</b>	<b>N/A</b>
--	------------

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

---

### **PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

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

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- hosting *Family Fun Night* events monthly. Topics include Literacy, Math and Art.
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events for parents/guardians, grandparents and foster parents to assert leadership in education for their children.
- encouraging more parents to become trained school volunteers
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing translated school planners/folders for regular written communication between teacher and the home.

#### ***SCHOOL-PARENT COMPACT***

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences two times each year during which the individual child's achievement will be discussed as well as how this Compact is related;

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

**II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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



2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
- The Intervention that have been implemented or will be implemented to support improved achievement for our students with disabilities in ELA as indicated in the CEP are as follows:
    - SINI Planning: In Spring of 2011, SINI funding enabled us to further support our students with disabilities subgroup by hiring teachers on a per session basis to collaborate to create unit plans that differentiated for these students. This planning opportunity will continue this school year once funding is issued.
    - Academic Intervention Service: Three AIS providers, licensed in special education, service each special needs classroom twice weekly in collaboration with the classroom teacher. At this time, every child within the classroom is being serviced within a needs-based small group. Instruction takes the form of guided reading/strategy groups using non-fiction and fiction text sets as well as big books and word manipulatives. At the time of service, each service provider documents the strengths and challenges each student demonstrates in order to inform future planning.
    - Professional Development & Planning: On a voluntary basis, all self-contained special education classroom teachers meet weekly with the Literacy Coach to plan for differentiation of lessons for the literacy block.
    - Resources: The school purchased Mondo Response to Intervention kits with SINI money. In addition, Explode the Code books are used to compliment our Orton Gillingham Word Study approach. Words Their Way books are used for sorting activities. Non-fiction Info Pairs books are used to support the Common Core and non-fiction units of study. To support the testing as a genre unit, teacher's supplement mini lessons with high interest/low-level readability non-fiction skills books and Everyday Comprehension Activities.
    - Differentiation: Teachers work collaboratively to create small guided groups within the classroom where children are taught on their instructional reading level. This support will increase the amount of students reading on level and will support them in gaining strategies for reading as well as self monitoring their comprehension.
    - The Extended Day Program: The extended day program, 37 ½ minute tutorial program, that runs three days a week, focuses on English Language Arts. All students with disabilities are mandated to attend the program. It is organized into small groups of no more than 10 students according to their reading levels. During this time, teachers conduct guided reading based on the level of their students.
    - Implementation of Orton Gillingham Methodology: The Orton Gillingham Methodology is being utilized during the literacy block. This is a research based approach grounded in phonics. It uses a multisensory approach in teaching students how to read. Teachers received training from a licensed Orton Gillingham specialist for the September, 2010 to June, 2011 school year. Training will continue for the current 2011-2012 school year. The teachers administered and analyzed the TCRWP Spelling Inventory Assessment to determine the word study needs of their students. The teachers then utilized their OG training to provided differentiated instruction to meet student needs.
    - Wilson: To support the Orton Gillingham Approach teachers of our 12:1:1 special education classes utilize the research based Wilson Foundations and Wilson Program to teach the students letter sound relationships and decoding strategies for reading. This will support in developing their relationship between word work and reading development.
    - Two SETTS positions: To increase support given to Students with Disabilities two full time SETTS teachers support students who are mandated as well as at risk for resource room. Through a push in pull out program the teachers utilize the OG Approach in collaboration with Mega Words and Unlocking the power of Print. Also the research based SRA Early Reading Intervention Program, Quick Reads, Recipe to Reading, and Great Source Day Book of Critical Reading and Writing, are use to support students in the area of reading and writing development.
  - Specific timetables have been set up to support how progress is measured and interim goals are met. For example, between each input card, literacy goal sheets are distributed to families indicating reading level and goal and next steps.
  - Literacy, Math, Data Specialist and Guidance Counselor will push-in to SWD's classrooms to support the Special Education Teachers in content and behavior managements.
  - Reflecting on outcomes of the Learning Environment Survey, we discussed the findings at faculty meeting and grade meetings and determined time played a role in lack of participation. Looking ahead to Spring 2012 survey, we will continue to encourage teacher participation and allocate specific time to address this newly identified need.

---

## Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.

The 10 percent of Title I funds for the 2011-2012 fiscal year that was set aside for professional development by utilizing the entirety of these funds to support the salary of the Literacy Coach. As ELA has been the identified area of improvement, it addresses the academic area identified to have a high quality coach on staff who can support teachers and their students. Additionally, funding is set aside to maintain a Mathematics coach and Data/Testing coordinator to further develop and support the work of teachers and therefore improve student outcomes.

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

The teacher mentoring program that is incorporated as part of the school's strategy for providing high quality professional development includes:

- A new teacher induction committee consisting of the Principal, Assistant Principals, the IEP teacher (who is also the UFT representative), Literacy Coach, Mathematics Coach, and Data/Testing Coordinator. This committee welcomes and meets with newly hired teachers. Furthermore, the committee remains to serve as a resource to all staff members.
- The mentoring program is coach based and each new teacher meets with a mentor at least two periods per week. This support is provided either in the classroom or during professional preparation periods.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.
  - Parents are invited to attend an annual Title I meeting where information is shared with both written handouts and oral translations available by staff members in the dominant languages of the school (Chinese and Spanish). In the 2011-2012 school year, this meeting was held October 14, 2011.
  - Parents are invited to attend an information meeting to discuss SINI status and answer any questions parents might have in regard to school improvement, interventions, or programs offered. In the 2011-2012 school year, this meeting is scheduled for January 14, 2012.
  - A Parent Notification letter is sent home with translation information to explain PS 69's state accountability status and the interventions and programs being offered. Additionally, the letter also provides information about Supplemental Education Services, the contact information for the Parent Coordinator and Principal, plus an invitation to an information meeting.
  - Parents whose children are eligible for free or reduced priced lunch are invited to attend Supplemental Education Services Fairs at school to receive free tutoring for their child either at home or by a site based provider. Translators from our staff are also available to help answer questions.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

Cluster Leader/Network Leader <b>Jose Ruiz/Debra Van Nostrand</b>	District <b>20</b>	Borough <b>Brooklyn</b>	School Number <b>069</b>
School Name <b>Vincent D. Grippo School , PS 69K</b>			

### B. Language Allocation Policy Team Composition [i](#)

Principal <b>Jaynemie Capetanakis</b>	Assistant Principal <b>JoAnn Yenzer</b>
Coach <b>Dana Marinaro</b>	Coach <b>Gordona Buchanan</b>
ESL Teacher <b>Mannor Wong</b>	Guidance Counselor <b>Michael Enright</b>
Teacher/Subject Area <b>Rosemary Neglia/Data</b>	Parent <b>Liz Hildalgo</b>
Teacher/Subject Area <b>Donna Pollari/ESL</b>	Parent Coordinator <b>Patricia Coluccio</b>
Related Service Provider <b>Margaret Schwerdtman/Spec Ed</b>	Other AP/ <b>Raquel Powers</b>
Network Leader <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications [i](#)

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

Number of certified ESL teachers	<b>9</b>	Number of certified bilingual teachers	<b>3</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>883</b>	Total Number of ELLs	<b>476</b>	ELLs as share of total student population (%)	<b>53.91%</b>
------------------------------------	------------	----------------------	------------	---	---------------

## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

As highlighted in New York State CR Part 154, all students at PS 69 must be screened according to a LEP identification Process. All certified ESL and Chinese Bilingual pedagogues conduct an informal oral interview in English and in the parents' native language. Formal initial assessment comprises of completing the Home Language Identification Survey. If necessary, a call will be made to the Language Interpretation Unit provided by the New York City Department of Education.

The ESL department consists of 8 full time licensed ESL teachers that reviews and identifies possible ELLs according to their parents or guardians answers on the Home Language Survey Questionnaire. Ms. Chen and Ms. Wong are the main Chinese interviewers and translators for the questions on the Home Language Survey in Chinese. Ms. Szyffer is fluent in Spanish and interviews and translates the Home Language Survey questions for the parents or guardians in Spanish. Urdu and Arabic translations for the Home Language Survey Questionnaires are conducted by 2 paraprofessionals, Ms. Rupa and Mr. Hamadi under the direct supervision of a licensed pedagogue trained in conducting interviews for the Home Language Survey Questionnaire. All Language Assessment Battery –Revised (LAB-R) testing is administered within 10 days by the 8 members of the ESL department. We are all trained in the procedural administration of the exam. Ms. Szyffer is the ESL teacher fluent in Spanish that conducts the interview for the Home Language Survey Questionnaire, identifies the student for testing and administers the Spanish LAB-R within 10 days of enrollment.

The ESL department reviews and identifies possible ELLs according to the answers on the Home Language Questionnaire. All Language Assessment Battery –Revised (LAB-R) testing is administered within 10 days by members of the ESL department. Results from the LAB-R determines program placement for those newly arrived students. NYSESLAT results from the previous school years are then examined to determine eligibility for the current school year. Continued Entitlement Letters as well as Non-Entitlement/Transition Letters are distributed to the parents at the beginning of each new school year. In addition, parents of ESL learners were distributed the NYSESLAT Parent Report for 2011 generated by New York State. Each individual report indicated their child's overall proficiency level and subtest scale scores. Entitlement Letters for the newly arrived tested students are also distributed and sent home.

A Parent Orientation meeting is scheduled within ten days of the start of the school year. At the Parent Orientation meeting, the ESL department, Bilingual teachers as well as native language translators conduct the meetings. Parents are given an overview of the three program choices (Transitional Bilingual, Dual Language, and Freestanding ESL) and divided into language groups. Parents then view the Orientation Video for Parents of Newly Enrolled English Language Learners distributed by the New York City Department of Education. The video is available in 11 different language including English. Each question in the parent survey and program selection form is read aloud and translated for clarification. Any questions and concerns are answered individually and in a group format according to language. To ensure that parents understand their program choices we conducted two orientation workshops in September. Parent survey and program selection forms that are not returned are followed up by a phone call in their native language and a letter if necessary.

After reviewing the Parent Survey and Selection forms for the following year 2011, the trend indicates that parents are requesting Transitional Bilingual programs for the early grades K, 1, and 2 and Freestanding ESL-only instruction for the upper grades 3, 4 and 5. In 2011, for the kindergarten grades, 55 parents chose the freestanding ESL program and 1 parent chose dual language. 32

parents requested placement for their children in a Transitional Chinese Bilingual kindergarten class. For the newly arrived ELLs in first grade, 7 chose the Transitional Bilingual program. In the second grade, 3 parents chose Transitional Bilingual and 2 parents chose ESL. In the third grade 3 parents chose ESL. In the 4th grade 2 parents chose ESL and finally in the 5th grade 2 chose ESL. For continuing ELL parents, 24 chose to place their children in the Chinese Transitional bilingual class in first grade, and 3 chose Freestanding ESL. 17 parents chose to continue placement for their children in the second grade Transitional Bilingual class, while 13 parents chose to be in Freestanding ESL

The program models offered at PS 69 are aligned with the parents request for Transitional Bilingual Programs in the early childhood grades of K-2 and ESL Freestanding programs in grades 3-5. There is also a fifth grade Chinese bilingual special education self contained class 12:1:1 available.

## 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●
---	--

**This school offers (check all that apply):**

Transitional bilingual education program	Yes*	No●	If yes, indicate language(s): Chinese
Dual language program	Yes●	No*	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	1	1	1			1								4
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	7	6	7	7	7	6								40
<b>Total</b>	8	7	8	7	7	7	0	0	0	0	0	0	0	44

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	476	<b>Newcomers (ELLs receiving service 0-3 years)</b>	399	<b>Special Education</b>	18
<b>SIFE</b>		<b>ELLs receiving service 4-6 years</b>	59	<b>Long-Term (completed 6 years)</b>	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										
	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	Total
TBE	83									83
Dual Language										0
ESL	345		7	48		11				393
Total	428	0	7	48	0	11	0	0	0	476

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

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese	32	30	21			8								91
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>32</b>	<b>30</b>	<b>21</b>	<b>0</b>	<b>0</b>	<b>8</b>	<b>0</b>	<b>91</b>						

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

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): \_\_\_\_\_

Number of third language speakers: \_\_\_\_\_

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_\_

Asian: \_\_\_\_\_

Hispanic/Latino: \_\_\_\_\_

Native American: \_\_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_\_

Other: \_\_\_\_\_

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	7	6	3	5	5								30
Chinese	86	84	71	72	48	53								414
Russian			1											1
Bengali														0
Urdu	1		2			1								4
Arabic	2	4	5	5	1	5								22
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian				1	1	1								3
Other	1					1								2
<b>TOTAL</b>	<b>94</b>	<b>95</b>	<b>85</b>	<b>81</b>	<b>55</b>	<b>66</b>	<b>0</b>	<b>476</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## 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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Instruction is delivered within our freestanding ESL program according to the blended push-in and pull-out organizational models. Our freestanding ESL classes, like the bilingual classes, have been programmed to satisfy the Commissioner's Regulations, Part 154. In the push-in blended model, ESL teachers are scheduled to be with their ELLs during the literacy block. The ELLs are heterogeneously grouped. However, pull-out may be a necessary option to differentiate instruction based on students' proficiency levels, and therefore, homogeneously grouped. The ESL program further differentiates levels of instruction by providing 360 minutes a week for beginner and intermediate students and 180 minutes a week for advanced students. The following schedule shows 1 period as a 50 minute block of time.

Time	Pd1	Pd2	Pd3	Pd 4	Pd 5	Pd 6	Pd7
Day 1	204/216BI	216A	Prep	306/308BI	306/308BI	Lunch	306A
Day 2	204/216BI	Prep	216A	306/308BI	306/308BI	Lunch	New Admit Administration
Day3	204/216BI	204/216 BI	Prep	306/308BI	306A	Lunch	306A
Day4	204/216BI	306A	Prep	306/308BI	306/308BI	Lunch	216A
Day5	204/216BI	306/308BI	Prep	306/308BI	204/216BI	Lunch	216A
Day6	204/216BI	Prep	216A	306/308BI	204/216BI	Lunch	New Admit Administration
Day 7	204/216BI	204/216BI	306A	Prep	306/308BI	Lunch	306A

Bilingual instruction is provided according to the balanced literacy approach language model for Transitional Bilingual Education Programs. Students in the beginning stages receive native language instruction and English instruction using a 60/40 ratio of Chinese to English respectively. As the year progresses, the teacher shifts increasingly towards English instruction in line with the children's emerging language proficiency. Intermediate students' native language instruction decreases slightly and we follow a 50/50 model. Advanced students receive 25% of instruction in Chinese and 75% in English. Native Language instruction is delivered in blocks of 50 minute periods daily according to the Language Allocation Policy Guidelines for Transitional Bilingual Programs.

Our school has four Chinese Bilingual classes, one in kindergarten one in first grade, one in second grade and a 5th grade Special Education Chinese Bilingual class. In line with the Commissioners Regulations, Part 154, all of the Bilingual teachers differentiate instruction according to the student's language levels. The bilingual classes extend the literacy block in order to accommodate the varied needs of the bilingual learner. Our four Bilingual teachers all work under their Bilingual licenses for the city and state of New York

Students in both the Bilingual and ESL programs are held to the ESL standards of achievement which have been aligned with the ELA standards. Thus the ESL teacher is expected to teach literacy skills along with English language skills. Achievement in both literacy and

## A. Programming and Scheduling Information

English language proficiency is then measured by the NYSESLAT exam.

The main goal of our ESL program is to integrate academic and English language instruction for success in the content subject areas. This framework, sometimes referred to as sheltered instruction, makes academic instruction comprehensible by providing extra context to the learner to enrich language development. Instructional support is a key component to differentiate instruction for the ELLs to make content comprehensible. The key components of sheltered instruction are the following: using a schema or theme, highlighting key concepts or vocabulary, using visuals and realia, modifying speech, modeling structure, singing and chanting. These are scaffolding techniques that build language skills and content vocabulary. In the Transitional Bilingual classrooms, the ELL students are evaluated in their native languages with the use of a checklist to measure understanding and comprehension in a subject area. Portfolios are used to assess student work.

When students are identified as SIFE, in addition to mandated ESL services, they participate in our specialized Academic Intervention Service (AIS) Program which provides small group instruction. AIS teachers provide small group work with guided reading as well as Orton-Gillingham word study. SIFE students participate in the Extended-Day program. They are grouped according to their Teachers College assessment reading levels. Explicit instruction is taught with a focus on phonics and reading strategies.

In addition to the mandated ESL services, ELLs that are identified as newcomers 0-3 years, have intensive word study using the Orton-Gillingham Approach, which emphasizes the use of phonics through direct instruction. This approach enables students to achieve fluency and comprehension. All ESL teachers, Bilingual teachers, Academic Intervention Specialist, as well as Special Education Teachers have been trained to use this technique. Additionally, newcomers who fall in the category of less than 3 years in the English language school system, yet are eligible for the ELA, participate in test preparation using the following test preparation materials; Strategies to Achieve Reading Success, and Comprehension Assessment Reading Strategies, by Curriculum Associates. Reading Skill by Skill, and New York City Edits by Rally Education, New York State Language Arts: Coach by Educational Design, throughout the school day as well as, after school..

In the Title III after school program, for ELLs grades 3, 4, and 5, including those that receive services 4-6 years, The ELA program will use materials from Comprehensive Assessment of Reading Strategies by Curriculum Associates Inc., E-LAP: Preparing English Language Arts Test by Continental Press. The Math program will use materials from Comprehensive Math Assessment by Options Publishing, New York State Coach Mathematics by Triumph Learning. Test preparation for English Language Arts and Math State exams will be highlighted. There are currently no long term ELLs who have completed 6 years.

All ELLs identified with special needs, in addition to the mandated 360/180 minutes of ESL instruction, receive instruction using the Orton-Gillingham approach which provides explicit phonics instruction for reading comprehension and fluency. For mathematics the series, Focus Math, Intensive Intervention a program created by Francis Fennell and Jim Cummins is used which differentiates math instruction specifically for ELLs with special needs. Focus Math helps students develop the skills they need to compute with accuracy and efficiency, the number sense they need to reason, and the ability to apply their skills and reasoning to solve problems.

Teachers of ELLs and Students with Disabilities provide access to academic content using specific instructional strategies and grade level materials. There are two special education teachers that provide this additional support to at-risk students, ELL and bilingual students with special needs. Students are provided instruction in the least restrictive environment in literacy and content area with both a push-in and pull-out model with a special education teacher. In the push-in model, the special education teacher aligns instruction with the classroom teacher providing support to the students. In the pull out model the special education teacher collaborates with the classroom teacher to provide the students with the necessary modification to content material. The special education teachers use the following instructional material: Explode the Code by School Specialty, Quick Reads by Modern Curriculum and Everyday Comprehension Intervention Activities by Newmark.

### Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes

- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts			
Social Studies:			
Math:			
Science:			

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

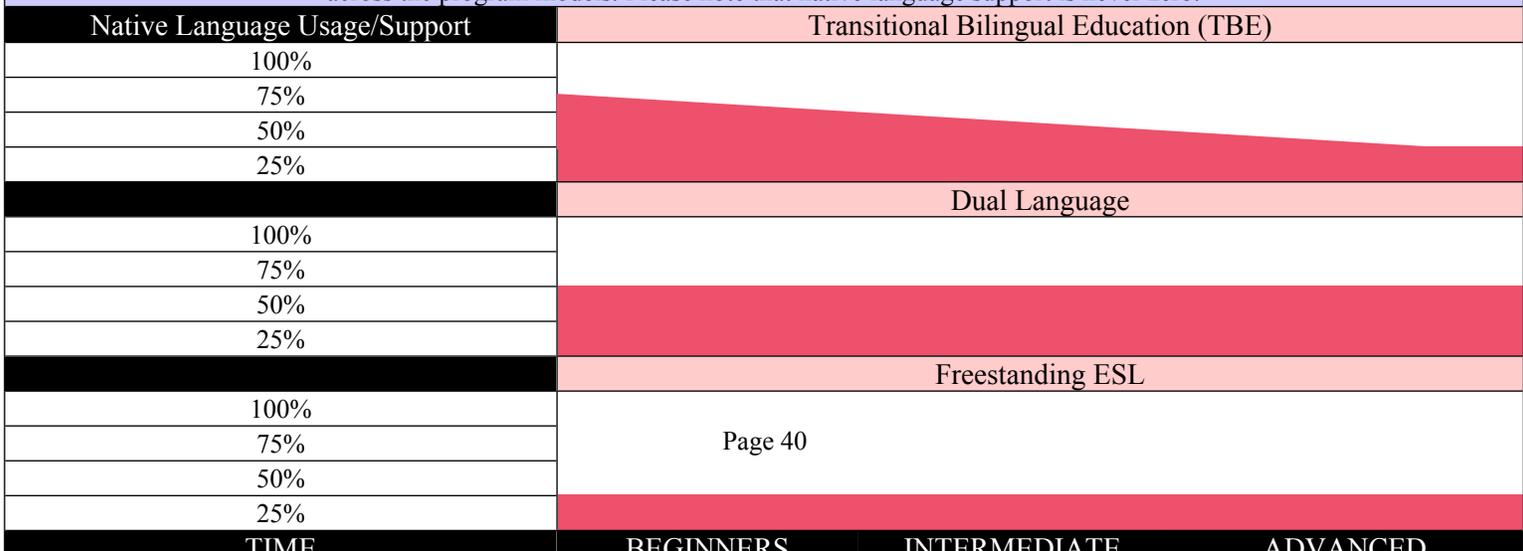
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90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

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

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

**Native Language Usage and Supports**

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



## B. Programming and Scheduling Information--Continued

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

The targeted intervention programs for ELLs in ELA and Math consists of an Academic Intervention Services (AIS) that target students in the following categories; students who have not made progress as Advanced or Intermediate ELLs for 2 years, Advanced ELLs and students who scored a level 1 in the New York State Math test and English Language Arts test . Students meet in small groups with specialized teachers for additional instruction. AIS literacy teachers use guided reading and small group work to teach comprehension skills and strategies based on a balance literacy model. ELA standards are aligned with instruction. AIS math teachers use Everyday Math by McGraw Hill for grades 2, 3 and 4 to modify the content according to students' needs and math abilities. Investigations in Number, Data and Space, by Pearson and Scott Foreman for grades K, 1 and 5 are used for these purposes; hands on manipulatives are emphasized to aid students understanding of complex math concepts. Mathematics standards are aligned with instruction.

Students reaching proficiency on the NYSESLAT are given transitional support with Academic Intervention Services. Students are organized in groups for both literacy and math. They are grouped homogeneously for small group instruction to maximize learning time and target specific skills. They participate in the Title 1 funded reading and math program to ease the transition into the mainstream for continued support. They also continue to receive testing modifications for all New York State Examinations.

The new programs in place for the current school 2011/2012 year, reflects the data that was analyzed from the previous years. This year, we continue to implement an ESL literacy program called Treasure Chest by Macmillan which focuses on developing academic English and is differentiated to meet student's academic and linguistic needs. ELLs are presented with readers that are leveled according to ESL proficiency levels. In collaboration with Teachers College, PS 69 uses a Balanced Literacy Approach to reading and writing. This approach develops Literacy and Language skills using literature rich activities to help students use multiple strategies to become proficient readers. All ESL, AIS, Special Education teachers and classroom teachers have been trained in the Orton- Gillingham approach based on explicit phonics instruction. Focus Math, Intensive Intervention is also used by all Special Education classes to modify according to students skills and abilities.

Some programs have been discontinued due to the changing needs of our students based on data analysis. Phonics and Friends, by Hampton Brown and Rigby's On Our Way to English are no longer being used because they do not meet the diverse needs of the students. Differentiated instruction was not a significant component of the programs. They lacked the specific instructional support to meet the linguistic needs of our diverse ELL population.

ELLs are afforded equal access to all school programs. During the day, they participate in the subject areas of art, music, technology, and physical education. A special student counsel is organized for students to participate in fundraisers, school spirit, and community activism. They are exposed to the democratic process of an election by campaigning and are required to make a public speech. Students vote for the candidate they believe represents them. Another school-wide activity to promote community service is the Penny Harvest Project. Pennies are donated to a community organization to teach awareness in giving to others in need.

After-school activities which offer equal access to ELLs include; Title III after school instructional programs to develop literacy and mathematics skills, in addition students are able to have supplemental instructional materials for NYSESLAT test prep, Newcomers activity books, and ESL skills practice books.

Computer technology which incorporates both visual and audio cues are used with ELLs in all the grades. Content area vocabulary is

## B. Programming and Scheduling Information--Continued

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

The targeted intervention programs for ELLs in ELA and Math consists of an Academic Intervention Services (AIS) that target students in the following categories; students who have not made progress as Advanced or Intermediate ELLs for 2 years, Advanced ELLs and students who scored a level 1 in the New York State Math test and English Language Arts test . Students meet in small groups with specialized teachers for additional instruction. AIS literacy teachers use guided reading and small group work to teach comprehension skills and strategies based on a balance literacy model. ELA standards are aligned with instruction. AIS math teachers use Everyday Math by McGraw Hill for grades 2, 3 and 4 to modify the content according to students' needs and math abilities. Investigations in Number, Data and Space, by Pearson and Scott Foreman for grades K, 1 and 5 are used for these purposes; hands on manipulatives are emphasized to aid students understanding of complex math concepts. Mathematics standards are aligned with instruction.

Students reaching proficiency on the NYSESLAT are given transitional support with Academic Intervention Services. Students are organized in groups for both literacy and math. They are grouped homogeneously for small group instruction to maximize learning time and target specific skills. They participate in the Title 1 funded reading and math program to ease the transition into the mainstream for continued support. They also continue to receive testing modifications for all New York State Examinations.

The new programs in place for the current school 2011/2012 year, reflects the data that was analyzed from the previous years. This year, we continue to implement an ESL literacy program called Treasure Chest by Macmillan which focuses on developing academic English and is differentiated to meet student's academic and linguistic needs. ELLs are presented with readers that are leveled according to ESL proficiency levels. In collaboration with Teachers College, PS 69 uses a Balanced Literacy Approach to reading and writing. This approach develops Literacy and Language skills using literature rich activities to help students use multiple strategies to become proficient readers. All ESL, AIS, Special Education teachers and classroom teachers have been trained in the Orton- Gillingham approach based on explicit phonics instruction. Focus Math, Intensive Intervention is also used by all Special Education classes to modify according to students skills and abilities.

Some programs have been discontinued due to the changing needs of our students based on data analysis. Phonics and Friends, by Hampton Brown and Rigby's On Our Way to English are no longer being used because they do not meet the diverse needs of the students. Differentiated instruction was not a significant component of the programs. They lacked the specific instructional support to meet the linguistic needs of our diverse ELL population.

ELLs are afforded equal access to all school programs. During the day, they participate in the subject areas of art, music, technology, and physical education. A special student counsel is organized for students to participate in fundraisers, school spirit, and community activism. They are exposed to the democratic process of an election by campaigning and are required to make a public speech. Students vote for the candidate they believe represents them. Another school-wide activity to promote community service is the Penny Harvest Project. Pennies are donated to a community organization to teach awareness in giving to others in need.

After-school activities which offer equal access to ELLs include; Title III after school instructional programs to develop literacy and mathematics skills, in addition students are able to have supplemental instructional materials for NYSESLAT test prep, Newcomers activity books, and ESL skills practice books.

Computer technology which incorporates both visual and audio cues are used with ELLs in all the grades. Content area vocabulary is highlighted through this visual interactive media. Students in kindergarten through fifth grades receive computer technology instruction provided by our technology specialist. PS 69 is a participant of Raz-Kids.com, an online leveled book library with comprehension quizzes for grades K-5. This program is geared towards the ELL population with the support of listening, reading and writing activities that are

## B. Programming and Scheduling Information--Continued

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

The targeted intervention programs for ELLs in ELA and Math consists of an Academic Intervention Services (AIS) that target students in the following categories; students who have not made progress as Advanced or Intermediate ELLs for 2 years, Advanced ELLs and students who scored a level 1 in the New York State Math test and English Language Arts test . Students meet in small groups with specialized teachers for additional instruction. AIS literacy teachers use guided reading and small group work to teach comprehension skills and strategies based on a balance literacy model. ELA standards are aligned with instruction. AIS math teachers use Everyday Math by McGraw Hill for grades 2, 3 and 4 to modify the content according to students' needs and math abilities. Investigations in Number, Data and Space, by Pearson and Scott Foreman for grades K, 1 and 5 are used for these purposes; hands on manipulatives are emphasized to aid students understanding of complex math concepts. Mathematics standards are aligned with instruction.

Students reaching proficiency on the NYSESLAT are given transitional support with Academic Intervention Services. Students are organized in groups for both literacy and math. They are grouped homogeneously for small group instruction to maximize learning time and target specific skills. They participate in the Title 1 funded reading and math program to ease the transition into the mainstream for continued support. They also continue to receive testing modifications for all New York State Examinations.

The new programs in place for the current school 2011/2012 year, reflects the data that was analyzed from the previous years. This year, we continue to implement an ESL literacy program called Treasure Chest by Macmillan which focuses on developing academic English and is differentiated to meet student's academic and linguistic needs. ELLs are presented with readers that are leveled according to ESL proficiency levels. In collaboration with Teachers College, PS 69 uses a Balanced Literacy Approach to reading and writing. This approach develops Literacy and Language skills using literature rich activities to help students use multiple strategies to become proficient readers. All ESL, AIS, Special Education teachers and classroom teachers have been trained in the Orton- Gillingham approach based on explicit phonics instruction. Focus Math, Intensive Intervention is also used by all Special Education classes to modify according to students skills and abilities.

Some programs have been discontinued due to the changing needs of our students based on data analysis. Phonics and Friends, by Hampton Brown and Rigby's On Our Way to English are no longer being used because they do not meet the diverse needs of the students. Differentiated instruction was not a significant component of the programs. They lacked the specific instructional support to meet the linguistic needs of our diverse ELL population.

ELLs are afforded equal access to all school programs. During the day, they participate in the subject areas of art, music, technology, and physical education. A special student counsel is organized for students to participate in fundraisers, school spirit, and community activism. They are exposed to the democratic process of an election by campaigning and are required to make a public speech. Students vote for the candidate they believe represents them. Another school-wide activity to promote community service is the Penny Harvest Project. Pennies are donated to a community organization to teach awareness in giving to others in need.

After-school activities which offer equal access to ELLs include; Title III after school instructional programs to develop literacy and mathematics skills, in addition students are able to have supplemental instructional materials for NYSESLAT test prep, Newcomers activity books, and ESL skills practice books.

Computer technology which incorporates both visual and audio cues are used with ELLs in all the grades. Content area vocabulary is highlighted through this visual interactive media. Students in kindergarten through fifth grades receive computer technology instruction provided by our technology specialist. PS 69 is a participant of Raz-Kids.com, an online leveled book library with comprehension quizzes for grades K-5. This program is geared towards the ELL population with the support of listening, reading and writing activities that are

## 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?

Parent involvement is an essential component of our school community. Parents of newly arrived ELLs are invited to a parent orientation meeting to inform them of their program selection options. Annually we have a Title I parent meeting with translators to inform parents of yearly events and expectations. Also, there are monthly parent association meetings as well as regular Parent Information meeting with the Parent Coordinator. Translators are always available. GED classes for parents and local community are offered 3 times a week. Parents are also invited to curriculum meetings in which they are informed about grade level standards and expectations. Additionally, parents and students participate in monthly “Family Fun Nights” where they attend performances and engage in hands-on art activities, to promote a positive school culture community spirit. Parents and community members are also offered adult ESL classes five days a week through the New York City Office of Adult Education.

The school is partnered with various Community Based Organizations to provide workshops and services to ELL parents. The Brooklyn Chinese Association (BCA) is an organization that provides needed service to parents and students. They offer an after school homework assistance program. BCA also assists parents with information about resources and services available in the community and surrounding neighborhoods. The United Federation of Teachers (UFT) also offers Dial a Teacher for further homework help. Another Community Based Organization, Amerigroup, provides information about health coverage and insurance for parents and their children. Support is also provided by a social worker on sight as needed.

The needs of parents are evaluated in various ways. A parent orientation meeting is conducted for parents of kindergarten students during the first week of school. They are given an overview of the school and general information such as busing, lunch menus, and arrival and dismissal procedures. The Parent Association works in collaboration with the parent coordinator to address any questions or concerns. A Learning Environment Survey from the New York City Department of Education is distributed to parents each year. This survey is used to evaluate the school environment and the parents’, the school, and staff.

The parent involvement activities address the needs of the parents in various ways as well. Parent involvement activities are an outgrowth of the learning environment survey, parent association meetings and the School Leadership Team. Communication between parents, teachers and administrators helps to direct the topics for parent involvement activities. These activities include orientation meetings for parents of ELLs and parents of kindergarten students. Other activities include Family Fun Nights which involves participation of parents and their children.

## C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

## 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.

The professional development plan for ELL personnel includes approaches and strategies for ELL success in the classroom. Inquiry team meetings are held weekly to reflect on action planning and teachers responsibilities in the classroom. ESL and Bilingual teachers attend workshops conducted by the NYC Division of School Support and Instruction.

The Parent Coordinator is the key person who assists in providing the staff and parents information to help students and parents transition to middle school. She informs the 5th grade teachers about the specialized middle schools programs offered and testing requirements necessary. Programs and procedures are reviewed. Information is turn keyed to the parents from the teachers. Additional information is shared with the students. The Parent Coordinator provides students with information regarding the selection

## 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.

The professional development plan for ELL personnel includes approaches and strategies for ELL success in the classroom. Inquiry team meetings are held weekly to reflect on action planning and teachers responsibilities in the classroom. ESL and Bilingual teachers attend workshops conducted by the NYC Division of School Support and Instruction.

The Parent Coordinator is the key person who assists in providing the staff and parents information to help students and parents transition to middle school. She informs the 5th grade teachers about the specialized middle schools programs offered and testing requirements necessary. Programs and procedures are reviewed. Information is turn keyed to the parents from the teachers. Additional information is sent home in the students native language. The Parent Coordinator also provides teachers with assistance in organizing the graduation ceremony. Fifth grade students and parents are invited to an orientation meeting for middle school. They are assisted in the process of attaining information about potential middle schools for their children. Individual questions and answers are given as needed. The parent coordinator also informs parents of middle school open houses and school fairs so that students may become familiar with the new environment.

Here is a schedule of ELL training for all staff as per JoseP.with 10 sessions total with one hour each session

November 2011- Kindergarten( How to Scaffold Content Area Vocabulary and Activities for ELLS)

November 2011 , First Grade ( How to Scaffold Content Area Vocabulary and Activities for ELLS)

December 2011 -Social Studies K-2, ( How to Present Content Area Vocabulary and Activities for ELLS)

December 2011-Social Studies 3,4,5 ( How to Present Content Area Vocabulary and Activities for ELLS)

January 2012- Science K-2 ( How to Present Content Area Vocabulary and Activities for ELLS)

January 2012 – Science 3,4, 5 ( How to Present Content Area Vocabulary and Activities for ELLS))

February 2012 Second Grade ( How to Present Content Area Vocabulary for ELLS)

February 2012 Third Grade ( How to Present Content Area Vocabulary for ELLS)

March 2012 Fourth Grade ( How to Present Content Area Vocabulary for ELLS)

March 2012 Fifth Grade ( How to Present Content Area Vocabulary for ELLS)

## 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?

Parent involvement is an essential component of our school community. Parents of newly arrived ELLs are invited to a parent orientation meeting to inform them of their program selection options. Annually we have a Title I parent meeting with translators to inform parents of yearly events and expectations. Also, there are monthly parent association meetings as well as regular Parent Information meeting with the Parent Coordinator. Translators are always available. GED classes for parents and local community are offered 3 times a week. Parents are also invited to curriculum meetings in which they are informed about grade level standards and expectations. Additionally, parents and students participate in monthly “Family Fun Nights” where they attend performances and engage in hands-on art activities, to promote a positive school culture community spirit. Parents and community members are also offered adult ESL classes five days a week through the New York City Office of Adult Education.

The school is partnered with various Community Based Organizations to provide workshops and services to ELL parents. The Brooklyn Chinese Association (BCA) is an organization that provides needed service to parents and students. They offer an after school homework assistance program. BCA also assists parents with information about resources and services available in the community and surrounding neighborhoods. The United Federation of Teachers (UFT) also offers Dial a Teacher for further homework help. Another Community Based Organization, Amerigroup, provides information about health coverage and insurance for parents and their children. Support is also provided by a social worker on sight as needed.

The needs of parents are evaluated in various ways. A parent orientation meeting is conducted for parents of kindergarten students during the first week of school. They are given an overview of the school and general information such as busing, lunch menus, and arrival and dismissal procedures. The Parent Association works in collaboration with the parent coordinator to address any questions or concerns. A Learning Environment Survey from the New York City Department of Education is distributed to parents each year. This survey is used to evaluate the school environment and the parents’, the school, and staff.

The parent involvement activites address the needs of the parents in various ways as well. Parent involvement activites are an outgrowth of the learning environment survey, parent association meetings and the School Leadership Team. Communication between parents, teachers

## 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?

Parent involvement is an essential component of our school community. Parents of newly arrived ELLs are invited to a parent orientation meeting to inform them of their program selection options. Annually we have a Title I parent meeting with translators to inform parents of yearly events and expectations. Also, there are monthly parent association meetings as well as regular Parent Information meeting with the Parent Coordinator. Translators are always available. GED classes for parents and local community are offered 3 times a week. Parents are also invited to curriculum meetings in which they are informed about grade level standards and expectations. Additionally, parents and students participate in monthly “Family Fun Nights” where they attend performances and engage in hands-on art activities, to promote a positive school culture community spirit. Parents and community members are also offered adult ESL classes five days a week through the New York City Office of Adult Education.

The school is partnered with various Community Based Organizations to provide workshops and services to ELL parents. The Brooklyn Chinese Association (BCA) is an organization that provides needed service to parents and students. They offer an after school homework assistance program. BCA also assists parents with information about resources and services available in the community and surrounding neighborhoods. The United Federation of Teachers (UFT) also offers Dial a Teacher for further homework help. Another Community Based Organization, Amerigroup, provides information about health coverage and insurance for parents and their children. Support is also provided by a social worker on sight as needed.

The needs of parents are evaluated in various ways. A parent orientation meeting is conducted for parents of kindergarten students during the first week of school. They are given an overview of the school and general information such as busing, lunch menus, and arrival and dismissal procedures. The Parent Association works in collaboration with the parent coordinator to address any questions or concerns. A Learning Environment Survey from the New York City Department of Education is distributed to parents each year. This survey is used to evaluate the school environment and the parents’, the school, and staff.

The parent involvement activities address the needs of the parents in various ways as well. Parent involvement activities are an outgrowth of the learning environment survey, parent association meetings and the School Leadership Team. Communication between parents, teachers and administrators helps to direct the topics for parent involvement activities. These activities include orientation meetings for parents of ELLs and parents of kindergarten students. Other activities include Family Fun Nights which involves participation of parents and their children.

## Part V: Assessment Analysis

### 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.

The assessment tool we use for our ELL learners at PS69 is the Teachers College Literacy Assessments. There are different components, such as word identification, a spelling inventory, letter and sound correspondences, and independent reading levels. Reading behaviors are

## 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

### 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)	79	36	19	18	13	16								181
Intermediate(I)		39	20	23	12	23								117
Advanced (A)	15	20	46	40	30	27								178
Total	94	95	85	81	55	66	0	0	0	0	0	0	0	476

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	17	3	6	3	1	17							
	I	39	18	7	6	11	23							
	A	32	50	28	24	25	32							
	P	2	6	35	19	25	9							
READING/ WRITING	B	27	13	13	11	13	32							
	I	31	17	24	11	23	22							
	A	18	33	39	28	24	21							
	P	14	14	0	2	2	6							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	22	19	15	0	56
4	23	35	7	0	65
5	33	25	10	0	68
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	6	4	16	4	26	5	5	1	67
4	4	1	8	8	21	12	9	12	75
5	2	1	14	11	13	23	10	8	82
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	8	0	7	1	21	14	6	9	66
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - 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?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

The assessment tool we use for our ELL learners at PS69 is the Teachers College Literacy Assessments. There are different components, such as word identification, a spelling inventory, letter and sound correspondences, and independent reading levels. Reading behaviors are noticed, recorded and assessed for levels incorporating all the components. Teachers College assessment helps the schools instructional plan to target each learners reading strengths and weaknesses to differentiate teaching in the classroom.

After reviewing and analyzing the assessment data for the number of ELLs for each test, category and modality from the hand scored LAB-R and RLAT report from ATS, our school has significant numbers of ELLs at every level of proficiency. The data reveals that there is more beginner level ELLs in the early childhood grades of K-2 than in the upper grades of 3-5. There are equal numbers of intermediate level ELLs in grades K, 1, 2, and 3, 4 and 5. For the advanced level, there are higher numbers in grades 3, 4, and 5 and slightly lower in K, 1 and 2. This trend shows a progression of increased proficiency as students move to the next grade. Our largest numbers of ELLs are in the advanced level, next is the beginner level and last is intermediate level.

According to the RNMR report from ATS, the NYSESLAT Modality Analysis indicates the following across the grades; 96 students are proficient in the listening/speaking modality and 38 students are proficient in the reading/writing modality. 191 students are in the advanced level in the listening/speaking modality. 163 students are in the advanced level in the reading/writing modality. 104 students are in the intermediate level in the listening/speaking modality. 128 are in the intermediate level in the reading/writing modality. 47 students are in the beginner level for the listening/speaking modality. 109 are beginner for the reading/writing modality. Upon further analysis, it can be concluded that across the grades more students are proficient in the listening/speaking modality than the reading/writing modality. The pattern across NYSESLAT modalities in reading /writing, listening and speaking has affected our instructional focus in the following way; students are organized in small groups to support learning needs. Lesson plans are tailored to encourage the development of the language acquisition skills of listening, speaking, reading and writing.

ELL Student results for the New York State English Language Arts Test 2010 2011 show that 16.9% of the students in grades 3, 4, and 5 achieved a proficiency level of 3 . According to the New York City Department of Education Progress Report for 2010-2011 ELLs made proficiency gains of 46.1% in English Language Arts. A total of 56 ELLs in the third grade took the ELA exam. Of these 56 students, 22 students scored at a level 1 , 19 scored at a level 2 and 15 students scored at a level 3. A total of 65 ELLs in the fourth grade took the ELA exam. Of these 65 students, 23 scored at a level 1 and 35 students scored at a level 2 and 7 scored at a level 3. A total of 68 students took the ELA exam in the fifth grade. 33 students scored at a level 1, 25 scored at a mlevel 2 and 10 scored at a level 3.

This indicates that out of 189 ELL students that were tested, 32 met the ELA learning standards scoring at a level 3. 79 students are approaching the standards scoring at a level 2. 58 students are at risk scoring at a level 1. The patterns across proficiency and grades indicate that a majority of ELLs have scored in the mid range between a level 2 and 3. This is consistent with the number of newcomer

## 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 VI: LAP Assurances

<b>School Name:</b> _____		<b>School DBN:</b> _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jaynemie Capetanakis	Principal		10/17/11
JoAnn Yenzer	Assistant Principal		10/17/11
Patricia Coluccio	Parent Coordinator		10/17/11
Mannor Wong	ESL Teacher		10/11/11
Liz Hidalgo	Parent		10/17/11
Rosemary Neglia/Data	Teacher/Subject Area		10/17/11
Donna Pollari/ESL	Teacher/Subject Area		10/17/11
Dana Marinaro	Coach		10/17/11
Gordana Buchanan	Coach		10/17/11
Michael Enright	Guidance Counselor		10/17/11
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 20K069      **School Name:** Vincent D. Grippo/P.S. 69

**Cluster:** 6/Jose Ruiz      **Network:** 609/Debra Van Nostrand

**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.

After a review of our home language surveys, we determined what translations are necessary in support of the communication between home and school. Letters sent home are translated into the dominant home languages of Chinese and Spanish. Staff members that speak and write in Chinese and Spanish provide translation services. Additionally, other staff members who speak and write in Russian, Urdu, and Arabic are called upon, if needed.

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 majority of the written translation and oral interpretation needs are in the Chinese language. Chinese is the identified primary language of approximately 76% of the families of PS 69K. Additionally, Spanish is identified as the primary language of 12% of the families at PS 69K. The findings are reported at School Leadership team meetings and Parent Association meetings, as well as Faculty Conferences. All information about our school register, including ethnicity and percent of ELLs are reported on the Statistics and Budget page of the school website at <http://schools.nyc.gov/SchoolPortals/20/K069/default.htm>.

## Part B: Strategies and Activities

---

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

Our staff members who speak and write in Chinese and Spanish provide translations of school calendars and letters sent home. The translators are paid per session and letters/memos to be translated are given to the translators at least two days before being sent home. Copies have English on one side and Chinese or Spanish on the other. If needed, other staff members are available to translate into Russian, Arabic or Urdu.

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

Oral translation services will be provided by staff members who speak the language. Scheduling will be modified to allow these staff members to be able to translate at various workshops and Parent Association meetings. Per session funds are available for staff members to offer translations during evening conferences and events.

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

The school will fulfill the Chancellor's Regulation that families with Limited English will be provided with a meaningful opportunity to participate and have access to programs and services critical to their child's education. Upon entering PS 69, parents are greeted with signs offering Language Services displayed in the main Entry and then repeated outside the Main Office. These signs are posted in every identified language from PS 69K. Additionally, a Language Identification Card is on the Main Counter inside the Main Office. This card is presented to non-English speaking parents, so that they may find their language and identify it to office staff. Over the phone interpretation services are also available from the NYC DOE Translation and Interpretation Unit; this phone number is listed on the Language Identification Card. Translators will be provided when needed at workshops and Parent Association meetings to ensure each family will receive all communications based on their home language survey. Letters sent home will be translated into the dominate language of need (Chinese and Spanish) to support communication.





## Title III Immigrant Funds Supplemental Program for Immigrant Students

### Application for Immigrant Funding

Requirements: Title III, Part A - Immigrant Funds can be used for activities that provide enhanced instructional opportunities for immigrant students, which include:

- family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children
- support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant students
- provision of tutorials, mentoring, and academic or career counseling for immigrant students
- identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds
- basic instructional services, including costs for additional classroom supplies, transportation costs, or other costs directly attributable to such services
- other instructional services designed to assist immigrant students to achieve in elementary and secondary schools in the United States, such as programs of introduction to the educational system and civics education
- activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant students by offering comprehensive community services

Funding follows similar guidelines for Title III funds established by the Office of English Language Learners (OELL) and can only be used to provide supplementary services to ELLs and immigrant students. Priority areas for the use of Title III, Part A - Immigrant Funds are as follows:

- developing new and/or enhancing programs for **immigrant students from the Caribbean countries where English is spoken as a dialect**
- developing new and/or enhancing programs for newcomers
- developing new and/or enhancing Transitional Bilingual Education programs
- developing new and/or enhancing Dual Language programs
- improving teaching and learning in core subject areas for immigrants
- implementing strong student supports to increase graduation rates for immigrants

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist.

Directions: Please complete the Title III - Part A, Immigrant Program application below. Completed applications must be submitted by November 30, 2011 via email to [TitleIIIImmigrantPlans@schools.nyc.gov](mailto:TitleIIIImmigrantPlans@schools.nyc.gov).

Part A: School Information	
Name of School: PS 69 Vincent D Grippo School	DBN: 20K069
Cluster Leader: Jose Ruiz	Network Leader: Debra Van Nostrand
This school is (check one):	
<input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

### Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

Before school       After school       Saturday academy       Other:

Total # of immigrant students (including ELLs) to be served: 142

Grades to be served by this program (check all that apply):

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

Total # of teachers in this program: 8

Describe the direct supplemental instruction program in the space provided below. Description should include:

- Rationale
- Subgroups and grade levels of students to be served
- Schedule and duration
- Language of instruction
- Number and types of certified teachers
- Types of materials

Begin description here:

English language learners are required to take all State examinations in subject areas and therefore ELLs need support and instruction in test-taking and reading comprehension and writing practice. An after-school ELA and Mathematics test preparation program will be offered to ELL students in grades 3, 4, and 5 in the Winter semester. Students are grouped homogeneously to maximize comprehension. The program will meet twice per week from approximately January to April for a total of 24 sessions, including teacher professional development. Approximately 142 students will be invited to attend The Title III program which will supplement the regular mandated ESL instruction that the children receive. The language of instruction is English. There will be 6 teachers in the program, certified in ESL, Bilingual or common branches. The ELA program will use materials from Comprehensive Assessment of Reading Strategies by Curriculum Associates Inc., E- LAP: Preparing English Language Arts Test by Continental Press. The Math program will use materials from Comprehensive Math Assessment by Options Publishing, New York State Coach Mathematics by Triumph Learning.

### Part C: Professional Development

Describe the school's professional development program for Title III Immigrant Program teachers as well as other staff responsible for delivery of instruction and services to these targeted immigrant students.

Description should include:

- Rationale
- Teachers to receive training
- Schedule and duration
- Topics to be covered
- Name of provider

Begin description here:

English language learners are required to take all State examinations in subject areas and therefore teachers need additional support and resources to differentiate instruction for ELLs. ESL teachers, subject area teachers and classroom teachers will meet throughout the year for ongoing collaboration. For the winter Title III session, teachers will receive professional development in preparation for the ELA and Mathematics test preparation. All subject area teachers will receive professional development throughout the year with a licensed ESL teacher to focus on content area vocabulary development. ESL

### Part C: Professional Development

and Bilingual teachers attend regular professional development meeting offered by the Division of School Support and Instruction, as well as Teachers College, Columbia University. These ESL professional development activities will sustain and support the teachers in their instructional programs. ELA, Mathematics and ESL Standard will be aligned with instruction to amplify and enrich both the teacher and learner.

Modifying test preparation materials for ELLS

Scaffolding content materials and vocabulary development for ELLs

November 2011- Kindergarten( How to Scaffold Content Area Vocabulary and Activities for ELLS

November 2011 , First Grade ( How to Scaffold Content Area Vocabulary and Activities for ELLS)

December 2011 -Social Studies K-2, ( How to Present Content Area Vocabulary and Activities for ELLS)

December 2011-Social Studies 3,4,5 ( How to Present Content Area Vocabulary and Activities for ELLS

January 2012- Science K-2 ( How to Present Content Area Vocabulary and Activities for ELLS)

January 2012 – Science 3,4, 5 ( How to Present Content Area Vocabulary and Activities for ELLS))

February 2012 Second Grade ( How to Present Content Area Vocabulary for ELLS)

February 2012 Third Grade ( How to Present Content Area Vocabulary for ELLS)

March 2012 Fourth Grade ( How to Present Content Area Vocabulary for ELLS)

March 2012 Fifth Grade ( How to Present Content Area Vocabulary for ELLS)

### Part D: Parental Engagement Activities

Describe the parent engagement activities targeting parents of immigrant students (including ELLs) that will impact higher achievement for these targeted students. Description should include:

- Rationale
- Schedule and duration
- Topics to be covered
- Name of provider
- How parents will be notified of these activities

Begin description here:

Parents of ELLs are encouraged to participate in parent engagement activities to assist in their child's academic and emotional development. There are monthly parent association meetings as well as regular Parent Information meeting with the Parent Coordinator. Translators are always available. GED

**Part D: Parental Engagement Activities**

classes for parents and local community are offered 3 times a week. Parents are also invited to curriculum meetings in which they are informed about grade level standards and expectations. Additionally, parents and students participate in monthly “Family Fun Nights” where they attend performances and engage in hands-on art activities, to promote a positive school culture. Parents and community members are also offered adult ESL classes five days a week offered through the New York City Office of Adult Education. Parents are notified of events through a monthly calendar of all school and after school events. Additionally, flyers are sent home specific to the events and activities taking place. These notices are all translated in the native languages.

Begin description here:

**Part E: Budget**

**FOR SCHOOLS THAT ARE NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your budget matches your plan as described in Parts B, C, and D above.

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.) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High-quality staff and curriculum development contracts</li> </ul>		
Supplies and materials (Must be clearly listed): <ul style="list-style-type: none"> <li>• Supplemental</li> <li>• Additional curricular, instructional materials</li> </ul>		
Educational software (Object Code 199)		
Travel		
Other		

**Part E: Budget**

**FOR SCHOOLS THAT ARE NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your budget matches your plan as described in Parts B, C, and D above.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title
<b>TOTAL</b>		

**NYC DEPARTMENT OF EDUCATION  
OFFICE OF ENGLISH LANGUAGE LEARNERS  
52 CHAMBERS STREET, 209 • NEW YORK, NY 10007 • 212.374.6072**