



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** THE JACKSON HEIGHTS SCHOOL

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 30Q069

**PRINCIPAL:** MARTHA G. VAZQUEZ **EMAIL:** MVAZQUE11@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** DR. PHILIP COMPOSTO

### 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
Martha G. Vazquez	*Principal or Designee	
Deborah Strack-Cregan	*UFT Chapter Leader or Designee	
Mercedes Sierpniak	*PA/PTA President or Designated Co-President	
n/a	DC 37 Representative, if applicable	n/a
n/a	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	n/a
n/a	CBO Representative, if applicable	n/a
Paul Alper	Member/Teacher	
Nancy Hill	Member/Teacher	
Anna Mavrelos	Member/Teacher	
Laura Nuss-Caneda	Member/Parent	
Nazmul Quayyum	Member/Parent	
Syed Rahman	Member/Parent	
Jeanne Siskind	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

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #1**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**By June 2012, we will have a 5% increase, from 29% to 34%, of grades 2, 3, and 4 Limited English Proficient students scoring at the proficient level in the Reading and Writing component of the NYSESLAT.**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

**After conducting a three year data analysis of ELL student performance on the NYSESLAT, it was determined that students in grades 2 to 4 have shown a consistent decreased performance on the Reading and Writing components of this assessment, underperforming when compared to other grades subgroups. As a result, we have made this subgroup (grades 2 to 4 ELLs) a priority goal for the school year.**

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

**Professional Development: PD will be given to ESL teachers on the topics of ) ESL methodology for Essay Writing, 2) Writing strategies for planning, revising, and editing a composition and 3) Reading comprehension skills for non-fiction reading. PD will be delivered by Literacy Coaches and ESL Push-in teacher. This PD activity will take place during January and February so that it can also be implemented during the Title III supplemental program.**

**Teachers servicing ELL students will meet in grade level and across grade levels to review student data and student work in order to plan for individualized instruction. Teachers will meet to review interim data and assess the effectiveness of the strategies and activities. Teachers will assess student progress using an essay writing rubric and collaborate on instructional planning based on the results of the assessment.**

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

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

**Parent Involvement workshops given before, during, after school, and on Saturdays, focus on parents and children learning together.**

**This includes reading together, hands-on math activities and games, test taking skills, and technology workshops, and homework help. Workshops are geared for parental self-improvement including language skills, conflict resolution, ARIS Parent Link, and literacy and Everyday math in the real world. The Parent Coordinator, administrators, and/or teachers will attend regularly scheduled Parent Association meetings to share information and respond to parent questions and inquiries.**

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

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

**As needed, we recruit highly qualified teachers through open posted vacancies which are reviewed by a personnel committee. Administrative staff also attends hiring fairs to identify highly qualified teachers. P.S. 69 attracts many applicants due to its special academic programs which include enrichment clusters, cultural studies and technology, arts, training in Teachers College balanced literacy, and Everyday math program. In addition, mentors, grade leaders, and buddy teachers are assigned to support new teachers, teachers new to a grade, and/or teachers in need of support.**

#### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
  - **Guidance Counselor works with individual students and groups and targets issues or promotes and delivers character education, anti bullying, emotional/social adjustment to new environment, etc.**
  - **A SAPIS/Project Share counselor works with small groups, individual students, and classroom teachers in delivering support services.**
  - **Asian Outreach Program Social Worker delivers workshops to Bengali speaking parents and works with individual or small groups of students.**
  - **Parent Involvement activities including reading and writing celebrations.**
  - **Parent Coordinator plans nutrition workshops for parents in partnership with Cornell Nutrition Education program.**
  - **ESL parent involvement activities are conducted with an emphasis on cultural education and community resources.**

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

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

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

**Teacher per session (3 days per week) for after school program and differentiated professional development.**

**Supervisor per session (3 days per week)**

**Professional instructional materials to support curriculum development during the regular school day.**

**Consumable instructional materials for use during the supplemental afterschool program.**

## ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #2**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**By June 2012, we will see an increase of 4% points (at each grade level) in the number of grades 3, 4, and 5 students scoring at level 4 in ELA State Exams.**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

**Analysis of 2011 ELA results indicates only 6.2% of grade 3 students, 1.6% of grade 4 students, and 11% of grade 5 students, scored at level 4 in the NYS ELA exams. As a result, we have made progress of our level 3 students a priority goal for this school year.**

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

**Professional Development: PD will be given to all teachers on the topics of Higher Order Thinking and Questioning and Depth of Knowledge.**

**Inquiry focus this school year will be on higher order questioning and discussion. Teachers will pair up for intervisitations and observations of their practice and analyze the data at grade level meetings in order to inform and plan their instruction.**

**Principal, Assistant Principals, Literacy Coaches, ELA AIS Teachers, and Data Specialist will plan and deliver the professional development. This will be conducted during Professional Development days, Inquiry "Thursdays," and throughout the school day from Sept. 2011 to June 2012.**

**Professional Development provided by network support team for coaches and inquiry teams.**

**Teachers will meet in grade level and cross subject areas to observe their practice during intervisitations and to analyze the data they have gathered. Teachers will adjust instructional opportunities for student discussion and questioning techniques based on evidence.**

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

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Parent Involvement workshops given before, during, after school, and on Saturdays, focus on parents and children learning together. This includes reading together, hands-on math activities and games, test taking skills, and technology workshops. Parents are invited to reading and writing classroom celebrations as well as enrichment celebrations. Parent and child trips are planned in the spring with a focus on parent's involvement in their child's education through magnet related cultural activities. Parents are invited to attend ELA and Math informational sessions on how to support their children for success in the state exams. Parent Coordinator, administrators, and/or teachers attend regular Parent Association meetings to share information and respond to parent inquiries. Parents are trained on how to use ARIS Parent Link.

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

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

As needed, we recruit highly qualified teachers through open posted vacancies which are reviewed by a personnel committee. Administrative staff also attends hiring fairs to identify highly qualified teachers. P.S. 69 attracts many applicants due to its special academic programs which include enrichment clusters, cultural studies and technology, arts, training in Teachers College balanced literacy, and Everyday math program. In addition, mentors, grade leaders, and buddy teachers are assigned to support new teachers, teachers new to a grade, and/or teachers in need of support.

#### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
  - **Guidance Counselor works with individual students and groups and targets issues or promotes and delivers character education, anti bullying, emotional/social adjustment, self esteem, etc.**
  - **A SAPIS/Project Share counselor works with small groups, individual students, and classroom teachers in delivering support services.**
  - **Asian Outreach Program Social Worker delivers workshops to Bengali speaking parents including the topic of Academic Performance: Behaviors and Positive Parenting, and works with individual or small groups of students.**
  - **Parent Involvement activities including reading and writing celebrations.**
  - **Parent involvement activities are conducted with an emphasis on community cultural resources that encourage parent and child activities.**

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

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

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

**Teacher per session (3 days per week) for after school ELA and Math program and differentiated professional development.**

**Professional instructional materials to support curriculum development during the regular school day.**

**Consumable instructional materials for use during the afterschool program.**

### ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #3**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**By June 2012, we will have achieved two consecutive years of Adequate Yearly Progress for Students With Disabilities in ELA.**

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

**Students With Disabilities did not make AYP in ELA in 09-10 School Year. SWD achieved AYP in SY 10-11 and we are focusing on maintaining the progress made in order to avoid a designation in the category of Improvement in the Differentiated Accountability Model. Our Progress Report also indicates that we need to continue making progress in closing the achievement gap (students in lowest third, SETTS, and Self Contained in ELA and Math).**

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

**Professional Development: PD will be given to all teachers who service students with Disabilities on the topics of using assessments to monitor and revise curriculum and using data to differentiate instruction.**

**Strategies found to be successful as a result of last year's Inquiry focus with SWD will be implemented his school year.**

**Assistant Principals, Literacy Coaches, Reading and Math AIS Teachers, and IEP Teacher will plan and deliver the professional development. This will be conducted during Professional Development days, Inquiry "Thursdays," and throughout the school day from Sept. 2011 to June 2012.**

**Begin implementation of Response to Intervention plan.**

**Teachers who service SWD will meet to look at student work and assessments and plan differentiated instruction collaboratively.**

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

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

**Parent Involvement workshops given before, during, after school, and on Saturdays, focus on parents and children learning together. This includes reading together, hands-on math activities and games, test taking skills, and technology workshops. Parents are invited to reading and writing classroom celebrations as well as enrichment celebrations. Parent and child trips are planned in the spring with a focus on parent's involvement in their child's education through magnet related cultural activities. Parents are invited to attend ELA**

**and Math informational sessions on how to support their children for success in the state exams. Parent Coordinator, administrators, and/or teachers attend regular Parent Association meetings to share information and respond to parent inquiries. Parents are trained on how to use ARIS Parent Link. Parents are invited regularly for progress reviews and input into their child's educational planning.**

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

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

**As needed, we recruit highly qualified teachers through open posted vacancies which are reviewed by a personnel committee. Administrative staff also attends hiring fairs to identify highly qualified teachers. P.S. 69 attracts many applicants due to its special academic programs which include enrichment clusters, cultural studies and technology, arts, training in Teachers College balanced literacy, and Everyday math program. In addition, mentors, grade leaders, and buddy teachers are assigned to support new teachers, teachers new to a grade, and/or teachers in need of support.**

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
  - **Guidance Counselor works with individual students and groups and targets issues or promotes and delivers character education, anti bullying, emotional/social adjustment, self esteem, etc.**
  - **Occupational Therapist pushes in and works with student groups on self focusing techniques to support academic participation and success.**
  - **Parent Involvement activities including reading and writing celebrations.**
  - **Parent involvement activities are conducted with an emphasis on community cultural resources that encourage parent and child activities.**

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

**As a Title I School Wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, and human resources to implement this action plan from Sept. 2011 to June 2012 as indicated below:  
Teacher per session (3 days per week) for after school ELA and Math program and differentiated professional development.  
Professional instructional materials to support curriculum development during the regular school day.  
Consumable instructional materials for use during the afterschool program.**

**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>	0	0	N/A	N/A	2	0	1	0
<b>1</b>	5	0	N/A	N/A	11	0	1	0
<b>2</b>	8	0	N/A	N/A	8	1	2	0
<b>3</b>	65	32	N/A	N/A	15	0	0	0
<b>4</b>	52	48	0	0	25	0	0	6
<b>5</b>	45	33	0	0	20	1	0	0
<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
<b>ELA</b>	Small group instruction delivered by Reading Push-in teacher to all level 1 and 2 students as well as on flexible duration based on need, during the literacy period during the day to grades 3,4,5 students. Wilson Reading Program for grades 3,4,5 students who have been identified. After school reading program for grades 3,4,5 students 3X per week from February 2010 to April 2011. <b>One Enrichment/Intervention teacher and paraprofessional provides cycles of instruction to K and 1 students in Literacy</b>
<b>Mathematics</b>	Small group instruction delivered by Math Push-in teachers during the math periods to level 1 and 2 students as well as on flexible duration based on need, to grades 3,4,5 students. After school math program 3 times a week from February to April.
<b>Science</b>	Small group instruction provided by classroom teacher during the science period Technology based programs to individualize instruction. ELL students may have the services of an ESL push-in teacher to provide small group instruction with ESL strategies.
<b>Social Studies</b>	Technology teacher supports and reinforces instruction through on-line based programs during the technology period. Small group instruction provided by classroom teacher during the social studies period.
<b>At-risk Services provided by the Guidance Counselor</b>	Guidance Counselor provides services for students on individual basis and forms groups based on commonalities. Guidance Counselor also plans and conducts schoolwide prevention activities in topics related to Respect for All initiatives, Character Education, etc. SAPIS counselor provides services for students at risk in an individual and small group basis.
<b>At-risk Services provided by the School Psychologist</b>	At risk counseling services provides on an individual basis by school Psychologist.
<b>At-risk Services provided by the Social Worker</b>	At risk counseling services provided on an individual basis by social worker
<b>At-risk Health-related Services</b>	At risk services provided by School Nurse on an individual basis, as needed. School nurse also schedules two groups of students for a cycle each to address asthma education. In addition, Healthy Options Program is provided depending on the recommendations of FitnessGram assessment.

## **DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING THE PARENT INVOLVEMENT POLICY (PIP)**

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.

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### **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;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

### ***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 each semester 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;

*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 will 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.

**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 [?](#).

## Part I: School ELL Profile

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

Cluster Leader/Network Leader <b>Santana CFN 410</b>	District <b>30</b>	Borough <b>Queens</b>	School Number <b>069</b>
School Name <b>The Jackson Heights School</b>			

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

Principal <b>Martha G. Vazquez</b>	Assistant Principal <b>Voula Wells, Christina Lagaros</b>
Coach <b>J. Lyons</b>	Coach <b>S. Valdivia</b>
ESL Teacher <b>I. Vavro</b>	Guidance Counselor <b>J. Ferrara</b>
Teacher/Subject Area <b>D. Xu/ESL</b>	Parent <b>Dawa Dolma</b>
Teacher/Subject Area <b>H. Zias/ESL</b>	Parent Coordinator <b>N. McHale</b>
Related Service Provider <b>Zuly Mejia</b>	Other <b>type here</b>
Network Leader <b>Altagracia Santana</b>	Other <b>type here</b>

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

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

Number of certified ESL teachers	<b>11</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>3</b>	Number of special education teachers with bilingual extensions	<b>0</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>3</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>7</b>		

### D. School Demographics

Total number of students in school	<b>1274</b>	Total Number of ELLs	<b>261</b>	ELLs as share of total student population (%)	<b>20.49%</b>
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## Part II: ELL Identification Process

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

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

1. At registration, a trained pedagogue administers a Home Language Identification Survey (HLIS)—translated in nine languages—to parents to determine what language the child speaks at home. This process also includes an interview in the parents' home language. Once the trained, certified pedagogues collect the HLIS from parents and determine that a language other than English is spoken in a child's home, then the child is informally interviewed in English or in their native language and administered a Language Assessment Battery-Revised test (LAB-R) within (10) days of registration. The LAB-R is hand-scored on site to ensure timely placement in the appropriate class. Students that score below proficiency on the LAB-R become eligible for state-mandated services for ELLs. In our school the three ESL certified teachers are responsible for conducting the initial screening and administering the HLIS. They administer the LAB-R if necessary. Students who speak Spanish at home and score below proficiency on the LAB-R are administered the Spanish LAB to determine language dominance. The grids are sent to the NYCDOE scan center for official scoring and input into the ATS. In the spring, each ELL is administered the NYSESLAT to determine English proficiency. This test determines whether or not the student continues to be eligible for ELL services. Also, we run the RLER report on a weekly basis to determine/verify eligibility for both the LAB-R and NYSESLAT.
2. To ensure that parents understand all three (3) program choices (Transitional BIL., Dual Language, Freestanding ESL), they are notified in writing in their native language to attend a parent orientation session as the state requires that ELLs be placed in the appropriate program within ten days of enrollment. At the orientation session given by I. Vavro, D. Xu and H. Zias (all certified ESL teachers) parents sign an attendance sheet and a workshop is conducted where parents view a video and receive information in their native language on the different ELL programs that are available. The certified teachers speak Spanish, Chinese, and Greek and are assisted by paraprofessionals who speak Bengali and Urdu. Parents are given time to ask questions and complete the Parent Survey and Program Selection Form, indicating the program they desire. The student is placed in a program based on the parents' preference.
3. We ensure that entitlement letters are distributed by hand-delivering them to students and keeping copies of them on file. If a Parent Survey and Parent Selection Form is not returned, the default Program for ELLs is Transitional Bilingual Education as per CR Part 154.
4. We make every effort to reach all ELL parents. We do so with a parent orientation meeting, one-on-one meetings, phone conversations, during school events such as Writing and Reading celebrations, Enrichment Celebrations, Open School Week and Parent-Teacher Conferences, or at the very least, through informational packets. Students who score below proficiency are placed in bilingual or ESL instructional programs based on the Parent Selection Form, within 10 school days of enrollment. Bilingual classes are formed when there are 15 or more students on two contiguous grades for grades K-5. If there aren't enough students to form a bilingual program in the native language of the student, parents are informed of a school where such a program exists. Translated placement letters are sent to parents of newly admitted ELL students and continued entitlement letters are distributed to the identified ELL students according to their NYSESLAT scores. Copies of placement letters and continued entitlement letters are maintained and filed appropriately by the ESL coordinators. We provide translations for parents in their native language by utilizing bilingual school staff, such as paraprofessionals, as well as bilingual parents from our Parent/Teacher Association.

5. After reviewing the Parent Survey and Program Selection Forms for the past few years, the overwhelming trend is for a freestanding ESL Program. The results of the 2011 Parent Orientation Meeting yielded five requests for Bilingual or Dual Language Programs.

6. Our current free standing ESL program model is directly aligned with the majority of the parents' requests based on the parent selection form.

## 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 <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	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														To
	K	1	2	3	4	5	6	7	8	9	10	11	12	t #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	2	2	1	1	1	0								7
<b>Push-In</b>	0	1	3	4	1	3								12
<b>Total</b>	2	3	4	5	2	3	0	0	0	0	0	0	0	19

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	261	Newcomers (ELLs receiving service 0-3 years)	223	Special Education	27
SIFE		ELLs receiving service 4-6 years	38	Long-Term (completed 6 years)	0

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

ELLs by Subgroups

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	223	0	17	38	0	10	0	0	0	261
Total	223	0	17	38	0	10	0	0	0	261

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

**C. Home Language Breakdown and ELL Programs**

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

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

**This Section for Dual Language Programs Only**

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

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

Ethnic breakdown of EPs (Number):

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

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

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

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	15	26	23	31	21	16								132
Chinese	1		2											3
Russian														0
Bengali	22	16	12	11	12	7								80
Urdu	2	3	1	5	3	2								16
Arabic	1	1	2											4
Haitian														0
French														0
Korean														0
Punjabi	2		1	3										6
Polish														0
Albanian			1											1
Other	5	4	2	4	2	2								19
<b>TOTAL</b>	<b>48</b>	<b>50</b>	<b>44</b>	<b>54</b>	<b>38</b>	<b>27</b>	<b>0</b>	<b>261</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?

1.
  - a. P.S.69Q has a variety of organizational models to deliver ESL instruction: Self-contained model where ELLs are grouped together for the entire school year for all content instruction. The Push-in model where certified ESL teachers work with a group of ELLs in collaboration with general education classroom teachers to provide language acquisition and vocabulary support while retaining instructional time. Pull-out model: Fully certified ESL teachers pull out individual students to accommodate their special needs.

ELLs in US schools less than three years are placed in self-contained classes for the entire school year and for all content instruction. ELLs who achieve advanced level are placed in general education classes and are serviced by a fully certified ESL push in teacher for the entire school year.
  - b. Our self-contained classes are heterogeneously grouped (mixed proficiency levels) .
2.
  - a. Students in our freestanding ESL programs receive all instruction in English with native language support. The number of ESL instructional units that a student receives is regulated by New York State CR Part 154 regulations and determined by student's English-proficiency level (as determined by the LAB-R or NYSESLAT scores). The push-in/pull-out certified ESL teachers provide the mandated numbers of instructional minutes and attendance is taken to monitor service. All beginner and intermediate-level students receive 360 minutes of ESL instruction per week, and advanced-level students receive 180 minutes of ESL instruction per week.
3.

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

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

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

\*Modeling- includes walking students through an interaction, doing a required task together first, or providing students with clear examples of how students from prior years accomplished the task.

## A. Programming and Scheduling Information

\*Bridging- connects new concepts and language with previous knowledge, a necessary component of all learning. Bridging occurs when students are asked to activate their prior knowledge in anticipation of learning new information and when personal links are made between the new subject matter and students' knowledge and experience.

\*Contextualization of new concepts and language—often decontextualized in textbooks by embedding the new language in sensory experiences using realia, manipulatives, graphic representation, and verbal analogies familiar to students—help make language clear.

\*Schema building- develops understanding by helping students weave new information into pre-existing structures of meaning, a necessary component in organizing knowledge and understanding. Schema building can include previewing a text with students and using an advance organizer in preparation for a reading assignment or brief lecture.

\*Text Re-presentation- is the recreation of concepts and language from one genre into another. In representing information from an article in a poster or play, students can access content presented in a more difficult genre as they transform it into an easier genre to produce. Examples of text representation include asking students to transform scientific content into a friendly letter to a peer or family member, or changing a poem into a narrative, or a narrative into a play.

\*Metacognition- involves the learner stepping beyond the experience to reflect on the processes involved. It includes consciously applying strategies while engaging in an activity; knowledge and awareness of strategic options and the ability to choose an effective option; and, monitoring and adjusting during performance and planning for a future performance based on prior performance of an activity.

4. As per the Aspira Consent Decree, Spanish speaking students who lack sufficient English language proficiency based on the Lab-R are identified and tested with the Spanish Lab by certified bilingual teachers. The results are hand-scored and kept on file. The testing grids are submitted along with the English Lab-R. When tested in Science and Math, the ELL students are given the appropriate testing accommodations based on their Native Language.

5.

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

b. ELL students in U.S. schools for less than three years (newcomers) are placed in self-contained ESL classes and participate in small group instruction during period 9, three times per week led by a certified teacher. They are also invited to attend the Title III after school program. They receive 45 minutes of ELA instruction per day 5 times a week from the Title I Reading Teacher. The teacher uses reading intervention strategies to help them achieve grade level proficiency as NCLB requires ELA testing for ELL students after one year. In these small groups students' needs in testing taking skills, language and vocabulary are addressed.

c. ELL students in U.S schools who are receiving services for 4-6 years are placed in a monolingual class and are serviced by a push-in certified ESL teacher. They receive 180 minutes of ESL instruction per week which includes test taking strategies. In addition, students who exhibit inadequate growth on reading assessments receive 45 minutes per day 5 times per week in literacy instruction by the Title I Reading Teacher using reading intervention in small groups of 6-8 students focusing on helping them achieve grade level proficiency in each essential reading component.

d. At this time we do not have any long-term ELLs. However, should they arise, the plan in place is that long term ELLs are identified from the CR Part 154 (A-11) roster. These children are given formal assessments (ELL Periodic Assessment, ELA, Math, Science, Social Studies and NYSESLAT). They are also informally assessed with teacher observations and writing samples. Teachers use data from those assessments to gauge student progress and plan instruction. Teachers also use NYSESLAT scores to help them plan programs that best fit ELL needs by allowing them to group like students for tailored learning activities, and pair students at different proficiency levels in class. Teachers use all the assessments to drive instruction to meet the needs of each child.

6.

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

## A. Programming and Scheduling Information

special education and ESL teachers. Differentiating and scaffolding instruction are effective strategies used to help promote literacy development. Interactive technology programs, such as Starfall.com, BrainpopESL.com and Internet4.classroom.com are utilized by students on a scheduled basis. Basic literacy skills are taught, such as phonics, comprehension, and vocabulary. Access to the technology is available daily during the literacy block and also during period 9.

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

**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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## Courses Taught in Languages Other than English

### 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?

8.

We have intervention services for ELLs in the different content areas. Our certified push-in ESL teachers provide services in the content areas. These services are provided to ELLs of all proficiency levels, as well as students with disabilities and SIFES. The ESL teacher may push-in during content areas to provide support for students either 4 times per week or 8 times per week as mandated. Support is given in all content areas to students. In addition to the ESL push-in programs, AIS teachers provide students who exhibit inadequate growth with 45 minutes per day, 5 times per week reading and math intervention and they focus on helping them achieve grade level proficiency. In the content area of Social Studies and Science, small group instruction is utilized by the certified push-in ESL teachers. Realia and

## B. Programming and Scheduling Information--Continued

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

**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

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

**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.

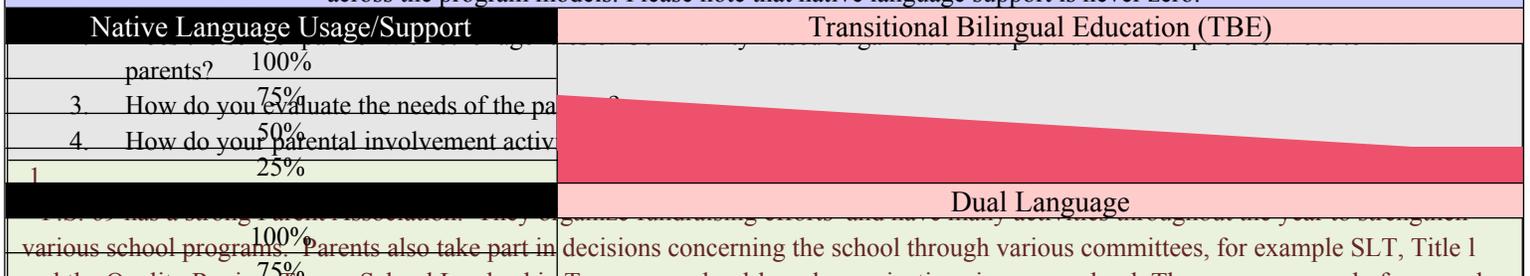
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3. There are ongoing 7.5 hours of ELL training for all staff and 10 hours for Special Education teachers (e.g., Assistant Principals, Bil./ESL Teacher Specialist, Common Branches teachers, Subject area teachers, Paraprofessionals, ESL teachers, Special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

**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.



## E. Parental Involvement

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

1.

P.S. 69 has a strong Parent Association. They organize fundraising efforts and have many activities throughout the year to strengthen various school programs. Parents also take part in decisions concerning the school through various committees, for example SLT, Title I and the Quality Review Team. School Leadership Teams are school-based organizations in every school. They are composed of an equal number of parents and staff. They meet at least once a month, and determine the structure for school-based planning and shared decision-making. Family support programs are attended by our Project Share representative. We also provide "break-out" sessions where a pedagogue can speak in the same language as the parents and can serve as a translator.

2.

Yes, P.S. 69 partners with Western Queens Health Organization, NYU Dental Unit and Elmhurst Mammogram Mobile Unit are among some of the community based organizations that provide workshops and services to ELL parents. Parent workshops are conducted during the day or after school. They focus on arts and crafts, nutrition, or general health. Also, ESL parents can attend ESL classes given at neighboring schools.

3.

We evaluate the needs of the parents through the requests made to our parent coordinator. Surveys are conducted throughout the year in the preferred language of the parent.

4.

Parental involvement activities are based on needs and may include helping with forms, navigating the ARIS system and conducting various workshops throughout the year. We get feedback for future workshops after the conclusion of each one by conducting surveys. Parents of incoming Pre-K and Kindergarten students are invited on school tours where they receive information and get a first hand look at the school. Future activities include but are not limited to family nights (movies, games). Parents are invited to visit their child's classroom for writing celebrations and multicultural events. In addition, if requested, legal advice is offered for new immigrants and parents unfamiliar with health and legal systems in the city. For ESL parents, the school offers ESL classes which are conducted by an in-house teacher. We also refer parents to the Adult Education Center in Astoria, IS 145 in the neighborhood, and IS 230 for computer and English classes.

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## 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

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## E. Parental Involvement

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

1. P.S. 69 has a strong Parent Association. They organize fundraising efforts and have many activities throughout the year to strengthen various school programs. Parents also take part in decisions concerning the school through various committees, for example SLT, Title I and the Quality Review Team. School Leadership Teams are school-based organizations in every school. They are composed of an equal number of parents and staff. They meet at least once a month, and determine the structure for school-based planning and shared decision-making. Family support programs are attended by our Project Share representative. We also provide "break-out" sessions where a pedagogue can speak in the same language as the parents and can serve as a translator.

2. Yes, P.S. 69 partners with Western Queens Health Organization, NYU Dental Unit and Elmhurst Mammogram Mobile Unit are among some of the community based organizations that provide workshops and services to ELL parents. Parent workshops are conducted during the day or after school. They focus on arts and crafts, nutrition, or general health. Also, ESL parents can attend ESL classes given at neighboring schools.

3. We evaluate the needs of the parents through the requests made to our parent coordinator. Surveys are conducted throughout the year in the preferred language of the parent.

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1. Describe parent involvement in your school, including parents of ELLs.
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3.

We evaluate the needs of the parents through the requests made to our parent coordinator. Surveys are conducted throughout the year in the preferred language of the parent.

4.

Parental involvement activities are based on needs and may include helping with forms, navigating the ARIS system and conducting various workshops throughout the year. We get feedback for future workshops after the conclusion of each one by conducting surveys. Parents of incoming Pre-K and Kindergarten students are invited on school tours where they receive information and get a first hand look at the school. Future activities include but are not limited to family nights (movies, games). Parents are invited to visit their child's classroom for writing celebrations and multicultural events. In addition, if requested, legal advice is offered for new immigrants and parents unfamiliar with health and legal systems in the city. For ESL parents, the school offers ESL classes which are conducted by an in-house teacher. We also refer parents to the Adult Education Center in Astoria, IS 145 in the neighborhood, and IS 230 for computer and English classes.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	24	9	7	6	7	3								56
Intermediate(I)		23	13	18	4	2								60
Advanced (A)	24	18	24	30	27	22								145

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	48	50	44	54	38	27	0	0	0	0	0	0	0	261

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		0	1	2	3	1							
	I		8	4	4	0	3							
	A		17	32	18	6	8							
	P		24	5	26	24	13							
READING/ WRITING	B		8	6	3	3	3							
	I		21	11	18	4	2							
	A		16	11	28	26	19							
	P		4	14	1	0	1							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	1			2
4	9	16	3		28
5	5	12	1		18
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2								2
4	4	1	18		6	1	3		33
5	4	1	11		4	4	1		25
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3		6		8	4	2		23

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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?

## 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

**School Name:** PS69

**School DBN:** 30Q069

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Martha Vazquez	Principal		
Voula Wells	Assistant Principal		
Nadia McHale	Parent Coordinator		
Isabel Vavro	ESL Teacher		
	Parent		
Dongni Xu/ESL	Teacher/Subject Area		
Helen Zias/ESL	Teacher/Subject Area		
JoAnn Lyons	Coach		
Sandra Valdivia	Coach		
Julie Ferrara	Guidance Counselor		
Altagracia Santana	Network Leader		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 30Q069      **School Name:** The Jackson Heights School

**Cluster:** 4      **Network:** 410

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

**Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

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

Part A: School Information	
Name of School: P.S. 69	DBN: 30Q069
Cluster Leader: C. Groll	Network Leader: Altagracia Santana
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> 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):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> *After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 120
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input type="checkbox"/> *2 <input type="checkbox"/> *3 <input type="checkbox"/> *4 <input type="checkbox"/> *5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 6
# of certified ESL/Bilingual teachers: 6
# of content area teachers: 0

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: P.S. 69's Title III program will provide our English Language Learners with supplemental instruction in English, through an after school program. The instructional program will service ELLs in grades 2 to 5 who scored on the beginning and intermediate levels on the NYSESLAT and include any ELL with interrupted formal education. The after school classes will meet for 39 sessions after the school day ends, on Mondays, Tuesdays, and Wednesdays, from 3:20p.m. to 4:50 p.m. (1.5 hours) beginning on January 23rd and ending on May 2nd, 2012. Approximately 120 ELL students will be in small classes of no more than 20 students per class to ensure that students will get individualized attention to meet their needs. The focus of literacy instruction will be on essay writing to prepare students for the NYSESLAT and non-fiction reading comprehension skills to prepare students for the statewide assessments. Six (6) certified ESL teachers will provide supplemental instruction in alignment with the literacy curriculum using ESL methodologies to help students achieve higher levels on the NYSESLAT and state assessments. ESL students will be provided with a range of meaningful learning opportunities that will allow them to learn the language as they build their literacy skills. This language rich environment will immerse them in reading, writing, speaking, listening, and thinking for authentic purposes.

### Part C: Professional Development

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

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: We have determined that the writing skills necessary to pass the NYSESLAT are not directly addressed in our Writers Workshop curriculum. For this reason, essay writing will be part of the instructional focus for ELL students attending the after school Title III program. P.S. 69's professional development for Title III teachers will include three (3) after school training sessions that focus on helping ELLs succeed in school and pass the NYSESLAT. The six (6) participating teachers will be paid training rate for each two hour session which will be conducted before and during the Title III program (first one during the first week of January, the second during the last week of January and the third during the third week of February). One ESL Teacher will facilitate these workshop sessions and will be paid at teacher per session rate for each session plus one hour for preparation ahead of each training. Topics of the workshops will be 1) ESL methodology for Essay Writing, 2) Writing strategies for planning, revising, and editing a composition and 3) Reading comprehension skills for non-fiction reading.

### Part D: Parental Engagement Activities

**Part D: Parental Engagement Activities**

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: In order to expose parents of ELLs to enriching activities and cultural opportunities in the community, 10% of the Title III budget (\$3,359) have been set aside for parent involvement activities. The parent and community involvement will focus on hands-on activities for parent and child on a cultural trip to an organization in the community. A Saturday trip will be planned in early spring (March 31st) to the Queens Museum for 60 parents and their children. The trip will be advertised via backpack flyer to ELL students This includes a workshop, a tour of the panorama, a visit to a magnet theme related activity, and a parent/child interactive activity. This will support student learning in relation to our magnet theme and our ongoing emphasis on multicultural awareness and celebration. Light refreshments will be provided to the attendees.

**Part E: Budget**

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$33,588

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>	\$24,467	351 hrs of per session for ESL teachers (6 teachers at 1.5 hrs. per day , for 39 sessions -Mon., Tues., & Wedn. - to support ELL students: 351 hrs x \$49.89 (current teacher per session rate with fringe) = \$17,512 86 hrs of per session for supervisor(includes 8 hrs for planning): 86 hrs x \$52.21 (current supervisor per session with fringe)= \$4,490 36 hrs of training for ESL teachers (6 teachers at 6 hrs per teacher) to prepare for program: 36 hrs. x \$22.72 (current trainee rate with fringe) = \$818 9 hrs. per session for trainer (at current per session rate with fringe) = \$449 24 hrs per session for 4 teachers for parent involvement (Saturday trip): 24 hrs x \$49.89= \$1,198

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$33,588

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	N/A	N/A
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	\$5,763	Step by Step Language Skills \$798 Finish Line For ELLs \$1,974 Getting Ready for the NYSESLAT and Beyond \$1,980 General Supplies \$1,011
Educational Software (Object Code 199)	N/A	N/A
Travel	N/A	N/A
Other	\$3,358	10% for Parent Involvement 24 hrs per session for teachers (4 teachers at 6 hrs/teacher for a Saturday trip in the spring: 24 hrs x 49.89 = \$1,198 (included in professional salaries total) \$700 for buses \$1,158 for fees (includes activity fee) \$100 supplies \$200 food Total = \$3,356
<b>TOTAL</b>	<b>\$33,588</b>	<b>\$33,588</b>