



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: P.S. 169, THE SUNSET PARK SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 15K169

PRINCIPAL: JOSEPHINE SANTIAGO

EMAIL: JSANTIA2@SCHOOLS.NYC.GOV

SUPERINTENDENT: ANITA SKOP

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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
Josephine Santiago	*Principal or Designee	
Rosalinda Vasques	*UFT Chapter Leader or Designee	
N. Accimeus	*PA/PTA President or Designated Co-President	
R. Hood	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
J. Chapparo	Member/	
Z. Novick	Member/	
S. Giraud	Member/	
X. Vega	Member/	
G. Duran	Member/	
E. Haan	Member/	
D. Cortarelos	Member/	
D. Aitkens	Member/	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO SCEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

“Expand the protocols for reflection on the work of teacher teams to ensure that the inquiry process is more deeply embedded across all teams.

- School leaders and coaches serve on virtually all of the school’s grade level and inquiry teams. As such, they are able to monitor the progress and protocols used by each of the teams and evaluate the student data that is a result of the work of the teams. Furthermore, the leadership demonstrates its confidence in its staff by “entrusting responsibility and empowering people.” Nevertheless, structured, uniform protocols which provide specific opportunities to consider the progress of teams at defined intervals and share proven strategies are not utilized as frequently. This hinders the school’s capacity to share successes and positively impact greater numbers of students.” (QR, 2010-2011, pg. 5)

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader’s vision

2.4 School leader’s use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013 the school leadership will put in place structured uniform protocols which provide specific opportunities to consider the progress of teacher teams at defined intervals and to share proven strategies.

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,

Administration

Throughout the course of the year, administrators will be trained in and will utilize Charlotte Danielson’s “Framework for Teaching” in order to provide effective feedback to teachers to support professional growth. Administrators will provide written and verbal feedback on all informal and formal classroom observations, this work will also support the development of “grade level” SMART GOALS. Administrators’ will utilize Charlotte Danielson’s Framework for Teaching in order to provide feedback and create a professional development plan for each teacher. This framework is included in short cycles of informal observations.

All Teachers

All teachers and paraprofessionals will create individual student goals based on student data. Teachers and paraprofessionals will consistently provide student feedback on work pieces in all academic areas. Teachers will utilize rubrics to assist students in understanding work feedback. Training will be provided to all teachers on Thinking Maps, INC. These maps will be utilized to assist students organizing their ideas and learning. These maps will be applied to lesson planning.

Common Planning Time

Common planning time provided within grade levels for teacher teams in order to provide opportunities to evaluate student data and plan next steps. Coaches will assist teachers with analyzing student work and planning next steps. Grade conferences will focus on Common Core Learning Standards as goals for Curriculum Maps, lesson planning and along with inquiry work. Student and teacher feedback will assist in planning next steps for individual growth. Teachers will provide students with feedback and individual academic next steps. One grade conference per month will be dedicated to understanding and analyzing student data. Lesson plans will reflect differentiated instruction based on analyzed data. Each teacher will have an Assessment Binder which will reflect all analyzed data.

Saturday Academy & After-School Programming

After school and Saturday academy programs will be formulated based on students individual needs. Students in grades 3-5 were targeted for these programs based on results of the 2011-2012 NYS assessment data and teacher recommendation based on student achievement on formative and summative classroom assessments.

B) Key Personnel

- Teachers, Administration, coaches

C) Identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.

- Lessons plans will be monitored by administrators to ensure differentiation and UDL strategies are evident
- Student goals will be reviewed and updated
- Coaches logs will be monitored
- Conference attendance sheets
- After school and Saturday Academy student progress will be monitored through pre and post exams
- Assessment Binders will be reviewed and monitored for student progress

D) Timeline

September 2012-June 2013

Budget and resource alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy X Title IA Title IIA X Title III Set Aside X Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

We align the budget to support professional development, in the form of coaches and consultants to support teacher and student development. As a Title I SWP school conceptual consolidation allows us to combine federal and local funds (FSF/Tax Levy, Title I, Title IIA, Title III to support teacher per-session, the purchase of instructional materials and professional materials.

Extended Day- 55 hours 9 teachers for grades 2-5 Nov 2012-May 2013 will meet three times a week for 20 weeks

Saturday Academy- 53 hours 4 teachers for SWDs grades 3-5 Nov 2012-May 2013 will meet for 20 Saturdays

During our Supplemental AIS time, 10 to 1 groups will be created to support reading and writing. AIS teachers and Paraprofessionals provide additional support to Special Education classrooms. AIS providers support teachers and students by creating push in/pullout small groupings to focus on group and individual needs. Special education teachers will be provided professional development through Gold Mansour Consultants. This series will help ICT teachers develop programs for all students in the community.

B) key personnel and other resources used to implement these strategies/activities,

Special Education Teachers, Administration, Consultants

C) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.

Progress will be monitored by examining:

- Rally results in ELA will carefully monitor individual student progress, 2 times a year.
 - Assessment Binders (classroom teachers and AIS/SETTS providers) will reflect individualized student goals in ELA and benchmark targets. These goals will be updated to reflect successes and areas of concern after each unit of study.
 - Student work and portfolios will be monitored for growth utilizing rubrics and NYS CCLS Standards, 3 times during the academic year.
 - DRA results will be monitored to show individual student growth from fall 2012 to spring 2013
- Professional Development will be monitored through agendas and sign in sheets
 Extended day and Saturday Academy student progress will be monitored through pre and post assessments

D) timeline for implementation.

September 2012- June 2013

Budget and resource alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy X Title IA Title IIA X Title III Set Aside X Grants Other-describe here: Focus & Priority

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

We align the budget to support professional development , in the form of coaches and consultants to support teacher and student development. As a Title I SWP school conceptual consolidation allows us to combine federal and local funds (FSF/Tax Levy, Title I, Title IIA, Title III to support teacher per-session, the purchase of instructional materials and professional materials.

Extended Day- 55 hours 9 teachers for grades 2-5 Nov 2012-May 2013 will meet three times a week for 20 weeks
 Saturday Academy- 53 hours 4 teachers for SWDs grades 3-5 Nov 2012-May 2013 will meet for 20 Saturdays
 Gold Mansour Consultants 3 days professional development for special education teachers

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

“Ensure that the differentiation of instruction provided, consistently ensures that student subgroups have challenging opportunities for academic growth.

- Differentiation is one of the hallmarks of the school’s commitment to supporting growth in each student. Targeted interventions enable students to receive support in areas of need and teachers are provided with opportunities to collaborate and reflect on the success of specific strategies. However, the level of rigor in differentiated learning opportunities is not consistent. As a result, some students are not sufficiently challenged with highly significant academic explorations.” (QR, 2010-2011, pg. 5)

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

Annual Goal #3

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, teachers will provide rigorous CCLS aligned learning opportunities which incorporate UDL strategies in order to allow multiple entry points of access for all students to be challenged with highly significant academic explorations.

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,

Teachers will be trained on UDL strategies in incorporating them into lesson plans. AIS groups will be for targeted differentiated instruction. During common planning exams will be analyzed for students’ needs in order to plan for differentiated instruction. Teachers will collaborate during grade conference and common planning periods. Jane Lester, Network Achievement Coach will assist in providing professional development for differentiated instruction. Teachers will also receive professional support from Great Books Foundation and Exemplars, Inc.

Paraprofessionals will incorporate UDL strategies to enhance instruction in the classroom. To further support this initiative supplemental texts will be purchased for classroom libraries.

In order to fully incorporate multiple access points for all learners, the school will update their technology by purchasing activetables from Tequipment as well as additional computers for classrooms throughout the school. The activetables will specifically support the early grades. Teachers will receive three hours of professional development from Tequipment.

B) key personnel and other resources used to implement these strategies/activities,

Teachers, Para’s, Administration, Consultants

C) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.

Progress will be monitored by:

Lesson plans will be monitored by administrators to ensure UDL strategies are embedded into each lesson

AIS groups will be monitored through guided reading lesson plans, DRA level progress and RALLY interim assessment progress

Professional development will be monitored through agendas, sign in sheets

D) timeline for implementation

September 2012- June 2013

Budget and resource alignment

• Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy X Title IA Title IIA X Title III Set Aside X Grants Other-describe here: Focus & Priority

Service and program coordination

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

We align the budget to support professional development , in the form of coaches and consultants to support teacher and student development. As a Title I SWP school conceptual consolidation allows us to combine federal and local funds (FSF/Tax Levy, Title I, Title IIA, Title III to support teacher per-session, the purchase of instructional materials and professional materials.

Tequipment – 11 activetables

Tequipment – 3 hours of PD for teachers

Apple computers – 2 MacBooks

Supplemental Text for classroom libraries

Great Books Foundation – 10 sessions + 2 full days of PD

Exemplars, Inc – 6 days for professional development

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

On the 2011-12 Learning Environment Surveys, 18% of parent responded “Once in a while” to the statement, *Students threaten or bully other students.* (LES 2011-2012, page 7).

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, we will improve student behavior and decrease behavioral infractions by 15% in order to provide a safer and more orderly school environment.

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,

The student government will continue to act as peace mediators for the school. We will build upon the school-wide discipline plan and the 7 habits of mind and provide student awards for character, citizenship. Behavior intervention plans will be utilized for applicable students.

Throughout the year the school will track the students whom were suspended during the 2011-12 school year and provide support to prevent future suspensions to include strategies from the 7 habits of mind and social/emotional support from guidance.

We will continue to track each behavioral infraction, according to the Chancellors Regulations, by keeping a log on each student and analyzing the infraction data in November, March and June in order to assess the need for interventions and the success of our supports. We will keep an excel file for each student on which school infractions and parent contacts will be logged.

B) key personnel and other resources used to implement these strategies/activities,

Administration, guidance counselor,

C) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.

We will analyze this data in November, March and June and compare it to the data at the same points in 2011-12 to assess progress made with school infractions.

We will compare the number of Principal Suspensions on OORS reports in November, March and June to the same points in 2011-12.

D) timeline for implementation.

September 2012-June 2013

Budget and resource alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy X Title IA Title IIA X Title III Set Aside X Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Guidance Counselor will led the Student Government (Tax levy/Title I)

SBST will work with at risk students (Tax levy)

After School Program Community Based Organization Center for Family Life (no cost to school)

Mental Health Clinic (Paid by Lutheran Medical Center)

Translated parent notices will be held in main office by month

D) timeline for implementation.

September 2012-June 2013

Budget and resource alignment

• Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy X Title IA Title IIA X Title III Set Aside X Grants Other-describe here: Focus & Priority

Service and program coordination

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

We align the budget to support professional development , in the form of coaches and consultants to support teacher and student development. As a Title I SWP school conceptual consolidation allows us to combine federal and local funds (FSF/Tax Levy, Title I, Title IIA, Title III to support teacher per-session, the purchase of instructional materials and professional materials.

3 Adult ESL classes from 9am -12 pm for 20 Saturdays

53 hours x 3 teachers = 159 hours

Teacher Created Materials – workbooks for parents

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Guided Reading Guided Writing Shared Reading Word Study utilizing ESL methods Avenues Program	Small group One-to-one	Services are provided during the day.
Mathematics	Guided Math Math Games	Group practice Small group One to one	Services are provided during the day.
Science			
Social Studies			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Second Step Social Skills Program At-Risk Counseling Self Esteem Building The Diva Club Anger Management Group	Small groups of 9 children. At-Risk counseling group of 3.	Services are provided during the day.

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

P.S. 169 has a reputation as being a pleasant and challenging environment to teach. Many teachers are referred through professional colleagues and higher education professors who collaborate with our school through student teaching programs. Every effort is made to:

- a. Interview potential staff at job fairs and at P.S. 169
- b. Prioritize their knowledge/experience with the Balanced Literacy Program and workshop model of instruction
- c. Determine potential for competency and compatibility as a pedagogue at this school
- d. Assess desire of applicants to be trained and work effectively with children and parents

Our school has a high percentage of ELL's. Approximately 48% of the students are designated as LEP or ELL status. Therefore, every attempt to recruit Chinese Bilingual, Spanish Bilingual and ESL teachers is made in order to appropriately service our student population to meet their targeted needs. We encourage our present teachers to get an extension to their licenses, in these high needs areas. We use money set aside for highly qualified teachers to encourage our teachers to take courses that will assist them in receiving their extension to their license. We encourage BPS paraprofessionals to become highly qualified teachers by supporting their educational goals.

The CFN 612/ Grapevine Network provides professional development opportunities for classroom teachers as well as subject area teachers (physical education, art technology, and library). Math and ELA coaches provide workshops for parents on test prep and in content areas. These coaches are available for demo lessons and instructional planning for all classroom teachers. Bilingual/ESL teachers receive instruction in ESL methodology and NYSESLAT preparation on common prep time. Special Education teachers have meetings on common prep time. Workshops on Middle School choices are given to parents of 5th grade students, by teachers of grade 5. Consultants are available for more professional development (Junior Great Books.). An annual retreat is organized to include timely professional development for the entire staff. We have a Director of ESL Bilingual Programs who supports teachers horizontally and professionally to hone in on their craft. We send staff to professional development with OELL (Office of English Language Learners) as well.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school’s current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school’s policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.



**Public School 169
The Sunset Park School**
4305- 7th Avenue
Brooklyn, NY 11232
(718) 853-3224 – FAX (718) 633-9621

Josephine Santiago, Principal	Dr. Deborah Norat, Assistant Principal
	Joseph Iorio, Assistant Principal
	Stamatina Hatzimichalis, Assistant Principal
	Jennifer Gonzalez-Funes, Assistant Principal

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 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.

Title 1 Parent Involvement Policy

1. P.S. 169 will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:

- To convene an annual meeting for Title 1 parents to inform them of the Title 1 program and their right to be involved.
 - To offer a flexible number of meetings at various times, and if funds are available, to provide transportation, child care or home visits for those parents who cannot attend a regular school meeting.
2. P.S. 169 will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:
- To actively involve parents in planning, reviewing and improving the Title 1 programs and the parental involvement policy.
 - To provide parents with timely information about all programs.
 - To deal with communication issues between teachers and parents through:
 - Parent-teacher conferences at least annually
 - Frequent reports to parents on their children’s progress
 - Reasonable access to staff
 - Opportunities to volunteer and participate in their child’s class
 - Observation of classroom activities
3. P.S. 169 will coordinate and integrate parental involvement strategies in Title 1, Part A with parental involvement strategies under the other programs:
- Primary Mental Health
 - AIS Reading, Math, Social Studies
 - Science Programs
4. P.S. 169 will take the following actions to conduct, with the involvement of parents, an evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title 1, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
- Consultation with Parent Coordinator
 - Consultation with Leadership Team
 - Consultation with Principal
 - Consultation with PTA Executive Board Members
 - Consultation with all school parents at PTA meetings
5. P.S. 169 will build the parents’ capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:
- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
- i. The State’s academic content standards,
 - ii. The State’s student academic achievement standards;
 - iii. The State and local academic assessments including alternate assessments;
 - iv. The requirements of Title 1, Part A;
 - v. How to monitor their child’s progress; and
 - vi. How to work with educators.

- To assure that parents may participate in professional development activities if the school determines that is appropriate, i.e. literacy classes, workshops on reading strategies
- b. P.S. 169 will provide materials and training to help parents work with their child to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:
- Participating in or requesting technical assistance training that the local education authority or school offers on child rearing practices and teaching and learning strategies.
 - Working with his/her child/children on schoolwork; read for 15 to 30 minutes per day to Kindergarten through 1st grade students; and listen to Grade 2 and 5 students read for 15 - 30 minutes per day.
- c. P.S. 169 will, with the assistance of the District and parents, educate its teachers, pupil service personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:
- Parent-teacher conferences at least annually
 - Frequent reports to parents on their children’s progress
 - Reasonable access to staff
 - Opportunities to volunteer and participate in their child’s class
 - Observation of classroom activities
 - Additional Professional Development Activities as needed
- d. P.S. 169 will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teacher program, and public pre-school and other programs and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:
- Making PTA room available
 - Making Primary Parent room available
 - The Parent Coordinator will make parent room available
 - The Guidance Counselor will be available to assist
- e. P.S. 169 will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title 1 participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- We send correspondence in multiple languages (Spanish, Chinese, English, and Arabic)
 - Family workers translate into these languages as well

Adoption

This School Parental Involvement Policy and the School Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title1, Part A programs, as evidenced by the joint completion of this document.

This policy will be adopted by P.S. 169 on 09/06/12 and will be in effect for the period of one year or until revised. The school will distribute this policy to all parents of participating Title1, Part A children on or before December 1, 2012.

Principal’s Signature: _____

Date: _____



Public School 169
The Sunset Park School
 4305- 7th Avenue
 Brooklyn, NY 11232
 (718) 853-3224 – FAX (718) 633-9621

Josephine Santiago, Principal	Dr. Deborah Norat, Assistant Principal
	Joseph Iorio, Assistant Principal
	Stamatina Hatzimichalis, Assistant Principal
	Jennifer Gonzalez-Funes, Assistant Principal

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.

School Parent Compact

School Responsibilities

School P.S. 169 will:

1. Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:
 - Public School 169, as a Sunset Park neighborhood school, believes that all children are capable of achieving excellence and reaching high standards. We will work cooperatively in partnership with teachers, parents and community to ensure a rigorous standard based instructional program for all our students. We will provide engaging professional and parental development to support our instructional program. We are dedicated to creating lifelong learners who will become productive members of our society.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child’s achievement. Specifically those conferences will be held:
 - November and March
3. Provide parents with frequent reports on their children’s progress. Specifically the school will provide reports as follows:
 - Reports to parents will be distributed quarterly and reports on specific assessments will be distributed accordingly during the year.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Staff members are available during open school and during scheduled preparation periods daily.

5. Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities as follows:

- Parents volunteer during morning lineup, p.m. dismissal, lunchtime, and to participate in school wide fund raising and for class specific activities. (Trips, classroom visits, etc.)

Parental Responsibilities

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

1. Support our child’s learning by making education a priority in our home by:

- Becoming involved in developing, implementing, evaluating, and revising the school-parent involvement policy
- Participating in or requesting technical assistance training that the local education authority or school offers on child rearing practices and teaching and learning strategies
- Working with my child/children on schoolwork; read for 15 to 30 minutes per day to Kindergarten through 1st grade students; and listen to Grade 2 and 5 students read for 15 to 30 minutes per day
- Monitoring my child’s/children’s:

- Attendance
- Homework
- Television watching

- Making sure my child is on time and prepared every day for school;
- Monitoring attendance;
- Talking with my child about his/her activities every day;
- Scheduling daily homework time;
- Providing an environment conducive to study;
- Making sure that homework is completed; and
- Monitoring the amount of television my children watch

2. volunteering in my child’s classroom;
3. participating, as appropriate, in decisions relating to my children’s education;
4. participating in school activities on a regular basis;
5. staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate;
6. reading together with my child every day;
7. providing my child with a library card;
8. communicating positive values and character traits, such as respect, hard work and responsibility;
9. respecting the cultural differences of others;
10. helping my child/children accept consequences for negative behavior;
11. being aware of and following the rules and regulations of the school and district;
12. supporting the school’s discipline policy; and
13. expressing high expectation and offering praise and encouragement for achievement

School Staff – Print Name	Signature	Date
Parent(s) – Print Name		
Student (if applicable) – Print Name		



**Department of
Education**

Dennis M. Walcott, Chancellor

**Public School 169
The Sunset Park School**
4305- 7th Avenue
Brooklyn, NY 11232
(718) 853-3224 – FAX (718) 633-9621

Josephine Santiago, Principal	Dr. Deborah Norat, Assistant Principal
	Joseph Iorio, Assistant Principal
	Stamatina Hatzimichalis, Assistant Principal
	Jennifer Gonzalez-Funes, Assistant Principal

School – Parent Compact

School Name: Public School 169

The School Agrees	The Parent/Guardian Agrees
To convene an annual meeting for Title 1 parents to inform them of the Title 1 program and their right to be involved.	To become involved in developing, implementing, evaluation and revising the school-parent involvement policy.
To offer a flexible number of meetings at various times, and if funds are available, to provide transportation, child care or home visits for those parents who cannot attend to regular school meeting.	To participate in or request technical assistance training that the local education authority or school offers on child rearing practices and teaching and learning strategies.
To actively involve parents in planning, reviewing and improving the Title 1 programs and the parental involvement policy.	To work with his/her child/children on schoolwork; read for 15 to 30 minutes per day to Kindergarten through 1 st grad students; and listen to Grade 2 and 5 students read for 15-30 minutes per day.
To provide parents with timely information about all programs.	To monitor his/her child's/children's: <ul style="list-style-type: none"> ● Attendance ● Homework ● Television watching To share the responsibility for improving student achievement.
To provide high quality curriculum and instruction.	To communicate with his/her child's/children's teacher about their Educational needs.
To deal with communication issues between teachers and parents Through: <ul style="list-style-type: none"> ● Parent-teacher conferences at least annually ● Frequently reports to parents on their children's progress ● Reasonable access to staff ● Opportunities to volunteer and participate in their child's class ● Observation of classroom activities 	To ask parents and parent groups to provide information to the school on the type of training or assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.
To assure that parents may participate in professional development Activities if the school determines that is appropriate, i.e. literacy Class, workshops on reading strategies.	To attend Professional Development activities and offer suggestions.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

Appendix A

LANGUAGE ALLOCATION BILINGUAL TRANSITIONAL PROGRAM

	TRIMESTER	SUBJECT	ENGLISH		SUBJECT	SPANISH/CHINESE	
KINDERGARTEN	SEPT-NOV	MATH & 1 PREP	2 PDS	40%	NLA/RW, SS**, WW	4 PDS	80%
	DEC-MARCH	MATH,ESL & 1 PREP	3 PDS	60%	NLZ/RW,WW	3 PDS	60%
	APRIL-JUNE	MATH,ESL & 1 PREP	4 PDS	80%	NLA/RW,SS**, WW	2 PDS	40%
GRADE 1	SEPT-NOV	MATH,ESL & 1 PREP	3 PDS	60%	NLA & WW	3 PDS	60%
	DEC-MARCH	MATH,ESL & 1 PREP	4 PDS	80%	NLA & WW	2 PDS	40%
	APRIL-JUNE	MATH,ESL, SCI* & 1 PREP	5 PDS	100%	NLA & WWW	1 PD	20%
GRADE 2	SEPT-FEB	MATH,ESL,ELA, & 1 PREP	4 PDS	80%	NLA & WWW	2 PDS	40%
	MARCH-JUNE		5 PDS	100%		1 PD	20%
GRADE 3	SEPT-JAN	MATH,ESL,ELA, & 1 PREP	4 PDS	80%	NLA & WW	2 PDS	40%
	FEB-JUNE	MATH,ESL,ELA,SCI*, & 1 PREP	5 PDS	100%	NLA	1 PD	20%
GRADES 4/5	SEPT-JAN	MATH,ELA,ESL,SCI*, & 1PREP	5 PDS	100%	WRITER'S WORKSHOP	1 PD	20%
	FEB-JUNE	MATH,ELA,ESL,SCI*, & 1PREP	5 PDS	100%	WRITER'S WORKSHOP	1 PD	20%

*Science is taught 3X a week

**Social Studies taught 2X a week

CODES

NLA	=	NATIVE LANGUAGE ARTS
RW	=	READER'S WORKSHOP
WW	=	WRITER'S WORKSHOP
ELA	=	ENGLISH LANGUAGE ARTS
ESL	=	ENGLISH AS A SECOND LANGUAGE

NOTE:

Due to the number of new and SIFE ELLs at PS 169 BIL/ESL teachers receive a new configuration of students each school year. The teacher will adapt his/her program to fit the needs of his/her student(s.) Therefore, depending upon the New York State and City requirements (180 to 360 minutes/units required for each student), ELL's entrance date and varying academic back ground (interests, abilities, learning styles and proficiency levels in the L1 & L2), differentiated instruction and learning experiences will be prescribed, in order to meet the needs of the individual ELL. ELLs will learn the same things (concepts, tasks, etc.) in the curriculum, their counterparts in their grade, but in different ways and levels, depending upon also the ELL's native language level and level of his/her English language development.

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 15K169 **School Name:** P.S. 169, The Sunset Park School

Cluster: 6 **Network:** 12

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

Part A: Needs Assessment Findings

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

P.S. 169 currently serves 1,457 students, of those students 657 are identified as English Language Learners. During enrollment, each parent/guardian is given a school registration packet in requested language (English, Spanish and Chinese). The pupil account secretary checks the packet to verify if all necessary documentations are enclosed and the forms are filled out accurately. Once completed, it is given to an administrator (principal and/or assistant principal) to review thoroughly. The administrator evaluates the Home Language Identification Survey (HLIS) and conducts an informal oral interview with the parent and child in English or in their native language if needed, (due to our school's demographics, we currently have Spanish, Chinese and Arabic translators).

ATS, ARIS and other data reporting systems are used to assess Home languages spoken and written. Parents indicate on their child's Emergency Contact Card the preferred language of communication. The information on these cards is entered into ATS and the uploaded into ARIS. Reports such as RHLA are analyzed and used to determine possible translations and home language needs. Through parent workshops, orientations and teacher collaborations parent needs are identified. These findings are shared with the school community and individual family workers. As of present data, languages serviced by our school are: Chinese (Cantonese, Fukinese, Fijian, Fulani, other unknown Chinese dialects), Arabic, Bengali, English, Hungarian, Polish, Russian, Spanish, Ukrainian, Urdu and Vietnamese.

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.

Information gathered from the Home Language Survey, Parent Coordinator, Family Workers, parents and teachers indicated a need for translation and interpretation services. Our current data indicates that 50% of the student population is Hispanic and 48% is Chinese, therefore notices are printed in English, Spanish and Chinese.

Oral interpretations are available on-site in Chinese and Spanish at PTA meetings, parent workshops and parent conferences.

Julie Candelaria, Parent Coordinator, spoken Spanish

Margarita Lum, Community Assistant, written/spoken Spanish, written/spoken Cantonese

C.K. Leung, Community Associate, spoken/written Mandarin/Cantonese

Yvonne Leung, Family Worker, spoken/written Madarin/Cantonese Findings were communicated at PTA meetings and to the staff at grade meetings.

Part B: Strategies and Activities

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

All parent correspondence is available and provided in all three prominent languages highlighted by our school data (Spanish, English, Chinese). These documents are translated by in-house family workers and parent coordinators (as listed above). Community Based Organizations, such as Light, Love and Home and the Brooklyn Chinese Association provide translations in 3 Chinese dialects. School notices are provided to parents in timely fashion. Written language translations for any other language is requested from the DOE Translation and Interpretation Unit.

Documents such as, Parent Involvement Policy, Discipline Code and Parent Bill of Rights and Safety Plans are provided in English, Spanish and Chinese. If another language is needed, P.S. 169 reaches out to the DOE Translation and Interpretation Unit, so that the document may be provided in the requested language.

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.

School based parent workshops and meetings are always supported by in house Spanish and Chinese translators. Additional interpretation is provided by staff members who speak Spanish, Mandarin and Cantonese. Services for parents other than Spanish and Chinese (Russian, Polish, Arabic) is most often done by accompanying family/friends of the family. If needed, services can be made available by outside contractors.

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

The primary language spoken by the parent(s) of each student is determined when the child is registered a P.S. 169. Written translations of notices/documents are available in Chinese and Spanish. If necessary, translation services can be provided by outside agencies (CBOs and the DOE Translation and Interpretation unit). Translations will be provided for DOE communications to parents and for student specific documents when needed. Oral interpretation will be provided on-site by the family workers and staff members. Use of DOE services will be as needed. Provisions have been made by posting a sign in the eight covered languages for the location of where written notifications can be obtained (Attachment A of the Chancellor's Regulations A-663).

2012-13 Comprehensive Education Plan (CEP)

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. 169K	DBN: 15K169
Cluster Leader: J. Ruiz	Network Leader: M. Nell
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input 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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: Trips
Total # of ELLs to be served: 350
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 12
of certified ESL/Bilingual teachers: 12
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:

Supplemental Title III programs will take place from November 2012 - May 2013 in grades 2 – 5. They will be provided by certified ESL/Bilingual teachers. These programs are such as:

- Extended Time Program

Sunset Program – (ELA/ Math for all ELLs grades 2-5, 9 classes, 225 students) from November 2012 to May 2013. This program meets three times a week for 60 minutes for 20 weeks. The Sunset Program aims to extend time on task in English Language Arts and Mathematics for the English Language Learner. This service is provided by certified Bilingual or ESL teachers. On Our Way to English and Rigby ELL Assessment Kits will be utilized on the appropriate level during the Sunset Program. It will target instruction in the four communication skills as well as introduce students to the Common Core Learning Standards. Vocabulary development will be supported by picture dictionaries and word to word dictionaries.

This extended time program will enhance vocabulary in the content areas as well as developing prior knowledge experiences through class trips to the NY Hall of Science, NY Aquarium and museums. An assembly to celebrate cultural awareness, such as Chinese Acrobats will create opportunities for conversation with a common theme.

Newcomer Clubs- (Social Development, Social Skills, Foundational Skills ELLS grades 3-5, 2 clubs,30 targeted students) from November 2012 to May 2013. The newcomers clubs will focus on acclimating students to their new surroundings and environment while engaging them in project based activities. Parents will be invited to club in order participate side by side with their children and teacher. Students will have access to Brain Pop ESL and Brain Pop Spanish to assists with their projects.

Saturday Academy- ELA/Math Saturday Academy (ELL's grades 2-5, 4 classes, 60 students) from November 2012 to May 2013. This program meets for once a week for 3 hours and 15 minutes for 15 weeks. There will be one 2nd grade group, one 3rd grade group, one 4th grade group and one 5th grade group attending this program. This Saturday academy is designed to meet the needs of English Language Learners that are being tested in ELA and Math on the New York State test. This service is provided by Bilingual or ESL certified teachers and will have a supervisor present. Math vocabulary development will be supported by Velasquez Spanish and English Math Dictionaries. Literacy will be supported through Guided Reading. Teachers will be provided with Achieve 3000 and Estrellita Basic Program Package, as well as Guided Readers in order to support small group instruction.

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:

At P.S. 169K, Bilingual and ESL teachers will continue to receive Professional Development (P.D.) training on-site, as well as off - site. Bilingual and ESL teachers often volunteer to receive P.D. and provide P.D. to other teachers, in our school building. They are also assigned to attend meetings when needed or advised to attend. Bilingual & ESL teachers participate monthly in two formal staff development meetings: one with their grade's inquiry team and the other time during the same month, with an inquiry team of ESL/Bilingual teachers across the grades. At the on-site meetings we cover specific (N.Y.S., N.Y.C., Network, Principal's) initiatives and/or agendas connected to the N.Y.S. Common Core Standards, Charlotte Danielson's Framework, UDL/ESL strategies and studying student work in order to enhance the quality of writing, of our ELLs. As a focus school several Bilingual/ESL teachers receive 'first hand' P.D. and through 'turn- key' informants.

Professional Development is mostly provided during the school day however, it is also offered after regular schools hours, as needed to extend teachers knowledge, and enhance their pedagogy to complete projects, plan for scaffolding across the disciplines, reinforce skills in test preparation for all statewide exams, revise and update curriculum maps and to interpret and digest the Common Core Learning Standards. For this school year 2012-2013, we are currently planning four introductory professional development sessions for Bilingual & ESL teachers.

1-Estellita (grades K-3 Spanish) – A supplemental component to our core program which helps teachers to assist students with building phonemic awareness, phonics & literacy in the Native Language.

2- Rigby Assessments for ELLs – This assessment is specific toward addressing differentiated instruction for ELLs, using all 4 domains of language & literacy

3- SIOP Professional Development Series- Series of workshops to introduce the SIOP model for lesson planning.

4- Achieve 3000- Professional development aligned to the use of Achieve 3000, introductory series for new teacher to the program as well as advanced data management training.

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:

Parental Involvement for improved student achievement at P.S. 169K is important toward minimizing the achievement gap and other communication barriers. Therefore, we promote parental involvement within our school culture in various ways. We recognize the diversity of our students and parents and reach out to all our parents, many whose first language is not English. Some of the ways we reach-out to our parents are:

1. During the month of September 2012 – School Interpreters/liaisons/parent coordinator and community based interpreters assist parents on a multitude of topics, issues and concerns.
2. All parent letters, monthly calendars indicating all school activities, report cards notifications and announcements (posted in and outside of school building) are always translated.
3. Most of our staff, from administration to teaching staff and support services are bilingual. We have a full time Spanish Bilingual Parent Coordinator and two full time Chinese Bilingual Parent Liaisons. All other key staff members who are not bilingual have been sensitized and informed as to how to address parents whose first language is not English, in order to maintain a welcoming, receptive, helpful climate.

To accommodate parent schedules we schedule AM and PM meetings, whenever possible. Listed below are meetings/topics we have planned and/or completed already, since September.

- 1- September: Types of Programs for English Language Learners
- 2- October: (Anti-Bullying Campaign) Open-House (Parents visit classrooms and teachers for information on curriculum etal.)
- 3- November: a - How to assist your child with homework.
b - What is the NYSESLAT?

Other topics we will provide beginning are being November, 2012 organized by the Parent Coordinator, parent liaisons and two bilingual teachers (one Spanish Bilingual and one Chinese Bilingual). Several Bilingual/ESL teachers have volunteered to present the parent workshops on several topics listed below:

- Introduction to ARIS system

Part D: Parental Engagement Activities

- Introduction to SMARTBOARD learning
- Math Games
- What are Book Levels?

Although only 5 parents represented our school last year at the NYSABE Conference, we will encourage more parents to participate this year, at this same conference in March. P.S. 169K has also developed partnerships with community based organizations on and off site, that service our ELLs and parents of our ELL population. Many of these are community based organization whom provide medical, educational or political (pro-active advocacy) services. Some of these are:

On-Site

Project Reach Youth Lutheran Medical (PRY)

Center for Family Life

Off-Site

Children of the City

Light & Love

Sunset Park Recreation Center/Health Plus Ameri Group

City Council Office

Assemblyman’s Office

Lutheran Medical

Part E: Budget

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

Allocation Amount: \$79980

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"> • Per session • Per diem 	\$48,801.49	<p>Extended Day</p> <p>55 hrs. X 9 teachers = (495 hours) 24,844.05</p> <p>Saturday Academy</p> <p>53 hours X 4 teachers = (212 hours) 10,640.28</p>

Part E: Budget

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

Allocation Amount: \$79980

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p>Clubs</p> <p>50 hours X 2 teachers = (100 hours) 5,019.00</p> <p>Supervisor</p> <p>Saturday Academy</p> <p>53X 1 supervisor = (53 hours) = 2,783.56</p>
<p>Purchased services</p> <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
<p>Supplies and materials</p> <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
<p>Educational Software (Object Code 199)</p>		
<p>Travel</p>		
<p>Other</p>		
<p>TOTAL</p>		

