



**Department of
Education**

Dennis M. Walcott, Chancellor



**2012-2013
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

SCHOOL NAME: P.S. 269 K

DBN 22K269

PRINCIPAL: JAZMINE SANTIAGO EMAIL: JPAGAN22@SCHOOLS.NYC.GOV

SUPERINTENDENT: DR. RHONDA FARKAS

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
Jazmine Santiago	*Principal or Designee	
Steven Blum	*UFT Chapter Leader or Designee	
	*PA/PTA President or Designated Co-President	
Pamela Walker	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Regina Mitchell	CBO Representative	
Michele Edwards	Member/ PA Vice president	
Kirk Clarke	Member/Teacher	
David Trimboli	Member/Teacher	
Karen Dini	Member/Teacher	
Julisa Colon	Member/Parent	
Robert Raffington	Member/Parent	
	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

- Professional Development (page 10)

Effective professional development also provides teachers with opportunities for collaboration, coaching, and peer observation, which allows them to be actively involved in their own development and to more frequently practice learned skills (Center for Comprehensive School Reform and Improvement, 2006; Joyce & Showers, 2002).

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.

 X 2.2 School leader’s vision

 X 2.4 School leader’s use of resources

 X 2.3 Systems and structures for school development

 X 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

By June 2013, the Principal will implement three selected components of a research-based teaching framework to conduct a minimum of three formative observations for each teacher.

Strategies/activities that encompass the needs of identified student subgroups:

1. Principal and Network staff provide professional development in the use of a research-based teaching framework.
2. Teachers will use the research-based framework in order to self-assess and set professional goals.
3. Principal will set up and follow a schedule for short, frequent teacher observations and provide timely feedback using a research-based rubric.
4. The school professional development team and administrators will provide teachers with support that is differentiated depending on need.
5. The AIS teacher will closely monitor and track progress of students receiving academic intervention services.
6. Principal will meet with support staff to schedule and monitor teachers’ support and interventions.

a) Key personnel and other resources used to implement these strategies/activities:

- Curriculum Mapping Team
- AIS Teacher
- Grade and Cluster Teachers
- DOE Office of Achievement
- Network 605
- RTI Committee
-

b) Progress Monitoring:

- Classroom observations and walkthroughs
- Student work
- Monthly RTI meetings

c) Timeline for implementation:
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.

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

Service and program coordination

Professional Development for staff per session
Professional development per diem

Both Tax Levy and Tap funds are used to fund per session and per diem for teachers

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

ESCA Page 10 Key Finding # 2

Additionally, professional development is most effective when it is directly connected to teacher practice and focuses on content (National Staff Development Council, 2001; Wei, Darling-Hammond, Andree, Richardson, & Orphanos, 2009; Yoon et al., 2007). Content areas should align with school improvement needs and goals to target improvement to those areas.

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- 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.

 X 3.2 Enacted curriculum

 X 3.4 Teacher collaboration

 X 3.3 Units and lesson plans

 X 3.5 Use of data and action planning

Annual Goal #2

By June 2013, 100% of classroom teachers will be involved in the implementation of a two ELA and two math Common Core-aligned units that include scaffolding and support for ELL's and SWD's.

Strategies/activities that encompass the needs of identified student subgroups:

1. Teacher teams will analyze resulting student work from 2011-12 Common Core-aligned units and identify areas where teacher practice improved and areas that will need greater focus moving forward.
2. All teachers will participate in weekly inquiry meetings with a focus on looking at student work
3. The school's instructional cabinet will provide suggested agenda's to support the work of the teacher teams during inquiry.
4. Teachers will administer baseline assessments to understand what students do and do not know. They will conduct an analysis of the results and use it to inform planning of the CCLS aligned unit of study.
5. Teachers will implement the first Common Core-aligned units of study
6. Teachers will administer embedded assessments to monitor and track student progress
7. Teachers will administer a culminating performance task at the end of the unit that is aligned to the CCLS
8. Teachers will collaboratively assess the quality of student work that results from the implementation of the first unit of study and plan for the implementation of the second CCLS aligned unit of study.

9. Teacher teams will identify aspects of teacher practice that could help address student gaps. The information will be shared with all teachers in every grade.
10. The instructional cabinet will devise and implement a professional development plan to support teachers with this initiative. The plan will include whole school PD and address identified teacher needs.
11. Professional Development will be provided on RTI, Designing Rigorous Instructional Tasks as indicated by Webb’s Depth of Knowledge. Student Feedback, Using Assessment in Instruction, Monitoring subgroup data
12. Teachers will be provided with additional per session for curriculum planning
13. AIS teacher – I-ready intervention, RTI, Monitor and track student progress
 - a) Key personnel and other resources used to implement these strategies/activities,
 - Curriculum Mapping Team
 - Grade and Cluster Teachers
 - Network Math Achievement coach
 - b) 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.
 - After the implementation of each unit of study, teachers and instructional team will use protocols to evaluate the progress of student work
 - Participation in inquiry teams selected by teachers
 - Baseline, Culminating, Embedded Tasks, and Instructional Tasks in curriculum Maps developed by Curriculum Writing Team and revised using Tri-State Rubrics by teachers in each grade
 - c) Timeline for implementation.
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.

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

Service and program coordination

TENET 3
 Software to support SWDs and ELLs: I-Ready,
 Partial salary for AIS Teacher

Supplies to support ELLs (listening centers, headphones)

Rosetta stone: Software Support ELL's

Text Books Classroom Libraries

Text books Time Magazine support curriculum Non fiction texts:

Text Books to support ELL

Professional Development for staff per session and missed preps

Both Tax Levy and Tap funds are used to fund per session and per diem for teachers to work on curriculum maps

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

The Major Recommendation derives from the ESCA for the 2009-2010 school year. The Critical Key Finding, stated on page 2 of the ESCA report states that the staff reports a need for additional professional development on teaching SWDs and ELLs. Critical Key Finding 2 is supported by data from all four data reports. Although data indicate that teachers have found professional development on a number of topics helpful, data also show that teachers would like to receive additional professional development related to teaching SWDs and ELLs.

Tenet #4 TEACHER PRACTICES AND DECISIONS

a) 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

By June 2013, 100% of teachers of ELLs and SWDs will receive professional development on SWDs and ELLs.

Instructional strategies/activities

1. Conduct an in-depth needs assessment among staff regarding professional development needs related to the instruction of SWDs.
2. Reviewing teacher evaluation data regarding the instruction of SWDs to determine areas in which professional development needs are greatest.
3. Using staff development meetings to get detailed feedback and suggestions from staff about needed professional development related to ELL's and SWDs.
4. Attend Network professional development to become more proficient in the utilization of best teaching practices for SWD's and ELL's.
5. Refine offerings of professional development on instructing SWDs
6. Offer professional development on strategies for effectively instructing ELLs
7. Attend Network professional development to become more proficient in the utilization of best teaching practices for SWD's and ELL's.

a) Key personnel and other resources used to implement these strategies/activities:

- Instruction team
- ESL Teachers
- Network 605 Special Education and ELL Achievement Coach
- Outside providers
- The Director of Youth Development, the Network Achievement coach, the Director of Student Services and the Special Education Achievement coach, along with the Network and Deputy Network Leader, will coordinate forums for parent engagement with CCLS and strategies to improve student achievement.

b) Progress Monitoring

- SWD's- IReady frequent monitoring, Benchmark MOY, EOY; EdPerformance MOY, EOY; Running Records, BOY, MOY, EOY
- ELL's- EdPerformance MOY, EOY; Running Records, BOY, MOY, EOY

c) Timeline for Implementation
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.

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

Service and program coordination

Tax Levy- NYSTL Funds- Purchase classroom libraries to support rigorous instruction provided to ELL's

TAP- Fund per diem for teachers of ELLs and SWDs

Title 3 funds to provide professional development for teachers and support an afterschool program to help ELLs prepare for and pass the NYSESLAT

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

Supports for New SWDs and ELLs (Page 6)

Research indicates that positive school adjustment is important for a number of reasons. Students who develop supportive school-based relationships with teachers and other staff, as well as peers, are more likely to engage in behaviors that are necessary to do well in school, such as attending class, completing school work, and doing homework. Researchers have demonstrated the significant impact that such behaviors have on students' grades (Suarez- Orrosco, 2006). In addition, students who develop a positive attitude with regard to a new secondary school are more likely to graduate (Watt, Roessingh, & Bossetti, 1996).

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

b) 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

By June 2013, the number of suspensions will be reduced by 20% as evidenced in the OORS reporting system.

Strategies/activities that encompass the needs of identified student subgroups:

1. Daily schedules include lessons dedicated to Conflict Resolution using the RCCP curriculum
2. Partnership with Morningside for Teaching Social Responsibility.
3. Continue implementation of our Peer Mediation program
4. Continue implementation of Peace Room where students learn about life skills
5. Partnership with Asphalt Green to Enhance Recess Play
6. Faculty conferences to include discussion around Safety and Discipline Procedure
7. At risk counseling
8. Save Room teacher is involved in providing intervention strategies
9. Technology workshops will be provided for parents
10. Notices will be translated for parents

a) Key personnel and other resources used to implement these strategies/activities:

- c) All teachers
- d) Sapis worker
- e) Morningside Center Staff Developer
- f) Asphalt Green Play coach
- g) Save room teacher
- h) Director of Youth Development
- i) Guidance counselor
- j) School Psychologist

b) Progress Monitoring:

- Review of OORS data 3x a year December, March, June
- Asphalt Green Data Monthly, Safety Meetings Monthly

c) Timeline for implementation:

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.

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

Service and program coordination

TAP- Morningside Center for Teaching Social Responsibility

Tax Levy- Asphalt Green, Save room teacher

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

k) Supports for New SWDs and ELLs (Page 6)

Parents also need orientation to a new school. They need to know what courses their students will be taking, who their children's teachers will be, and who to contact at the school if they believe their child might be experiencing problems of one type or another.

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

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

- 6.2 Welcoming environment 6.4 Partnerships and responsibility
- 6.3 Reciprocal communication 6.5. Use of data and families

Annual Goal #5

By June 2013, the number of parents attending PTA meetings will increase by 20% as evidenced by attendance sheets and enrollment to PS. 269 Parent Association.

Strategies to increase parental involvement and engagement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.

Strategies/activities that encompass the needs of identified student subgroups:

- 1) Principal and staff establish forums for parents to express needs, concerns, and expectations.
- 2) Establish an informative parent newsletter that shares the vision.
- 3) The school will partner with echalk to establish a school website as a means to keep parents informed and provide resources.
- 4) All parent communication letters will be copied and backpacked on pink paper.
- 5) Parents will be surveyed twice a year to identify how the school can provide more targeted support.
- 6) Identify external resources and programs that support families and student achievement.
- 7) Strengthen the relationship between the school and the existing CAMBA/Beacon CBO.
- 7) Establish and expand the number of scheduled individual workshops and activities to support parents of the targeted population.
- 8) Teachers will provide hands on workshops to help parents support their children.
- 9) The school will begin Family Fun Friday's where parents will be invited to school once a month to work on an activity with their child.
- 10) On-going evaluation of participation and effectiveness of parent workshop and student academic achievement.

a) Key personnel and other resources used to implement these strategies/activities:

- Parent Coordinator
- Instructional Team
- Camba/Beacon Director
- Teachers/Staff
- Network Youth and Safety director
- Teachers participate by proposing the types of workshops they would like to offer to parents

b) Progress Monitoring:

- Review of OORS data 3x a

c) Timeline for implementation:

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.

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

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 will use TAP funds allocated under Tenet 6 to fund the echalk website. We will use Tax Levy funds to host a series of parent workshops.

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	Currently in PS 269, we are using a number of strategies to work with our students, ie. Wilson Reading Program, Great Leaps, Voyager and the Intervention Program of Story Town. Based on Inquiry work, teachers are implementing the strategies needed using Options Reading Comprehension series. These programs are implemented during Mandated Tutoring to a small group of students. Mandated Tutoring is Monday – Wednesday for 37.5 minutes. Classroom teachers are using the intervention program to Story Town as part of their differentiated instruction during the Literacy Block for Guided Reading.	Small Group Tutoring	Extended day During the day
Mathematics	Currently at PS 269, students who are in need of math AIS receive support during Mandated Tutoring	Small Group Tutoring	Extended day During the day

	and daytime small group sessions. During Mandated Tutoring, teachers are implementing strategies based on their Inquiry work.		
Science	In science, the curriculum includes modifications and materials to support below level students. This is built into the science lessons.	Tutoring	Extended Day
Social Studies	In social studies, the curriculum includes modifications, differentiation and materials to support below level students. This is built into the social studies lessons.	Tutoring	Extended day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Lazare - Participating in conflict resolution; Building emotional intelligence; Crisis Intervention; Initiating and maintaining behavior agreements/contracts; Building capacity for reflective thinking;	At risk counseling by guidance counselor and school psychologist	Throughout the day
	Discuss inappropriate behaviors and consequences. Call parents to advise them of their children's inappropriate behaviors and measures the school can/will take.		
	-The role of a Speech Pathologist in a school is to assess, diagnose, treat and help prevent related speech, language cognitive-communication, voice and fluency disorders. SLP's develop an		

	<p>Individualized Education Plan to use the child's strengths to remediate his/her weaknesses. Collaboration amongst classroom teachers, SBST and other service providers support the planning, implementation and progress of our students. Speech and language skills are remediated on an individual or on a small group basis, as per IEP mandate. Records on the initial evaluation, progress and discharge of students are kept.</p> <p>-Occupational Therapy focuses on remediation/restoration/development of skills required for student optimal school functioning. Occupational Therapy IEP goals address the specific areas of attention/focus, following directions, working collaboratively, sustained effort, cooperation, problem solving, working independently, fine motor control, UE strengthening, proper sitting posture, visual perceptual/motor limitations, cognitive perceptual difficulties, organizational skills, sensory issues and all areas of activities of daily living.</p>		
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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.

1. Leadership Opportunities

2. Ongoing Professional Development

- 1) All activities are referenced to student learning;
- 2) Schools use data to make decisions about the content and type of activities that constitute professional development;
- 3) Professional development activities are based on research-validated practices;
- 4) Subject matter mastery for all teachers is a top priority;
- 5) There is a long-term plan that provides focused and ongoing professional development with time well allocated;
- 6) Professional development activities match the content that is being instructed;
- 7) All professional development activities are fully evaluated;
- 8) Professional development is aligned with state standards, assessment, and the local school curriculum

3. Recruitment Plan

- Forming partnerships with local colleges and universities
- Encourage paraprofessionals and uncertified teachers who are already in classrooms to become fully licensed teachers
- Mentor program for new teachers

**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.

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;
- increasing communication with parents and 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation 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.

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.

**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 Jose Ruiz	District 22	Borough Brooklyn	School Number 269
School Name P. S. 269			

B. Language Allocation Policy Team Composition

Principal Jazmine Santiago	Assistant Principal Glendolyn Coppin
Coach Junie Charlot	Coach Hiawatha Brower
ESL Teacher Sandra Gelfman	Guidance Counselor Sonia Christie
Teacher/Subject Area Christine Kenny	Parent Evis John
Teacher/Subject Area Eileen Cappucci	Parent Coordinator Desiree Oakley
Related Service Provider Abbe Levin	Other type here
Network Leader Wendy Karp	Other type here

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	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	24
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	571	Total Number of ELLs	68	ELLs as share of total student population (%)	11.91%
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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. 

Paste response to questions 1-6 here

1. The ESL Program at P.S. 269 is a Free Standing Multicultural Program consisting of children in grades three through five. The children originate from Haiti, Dominican Republic, Mexico, Guinea in West Africa, Pakistan, Bagladesh, Yemen, and the U.S. Please note that this school does not have kindergarten, grade 1 or grade 2. We are a feeder school of nearby P.S. 361 which is a K-2 school. P.S. 269 serves only Grades 3 through Five which is checked off on Part III: ELL Demographicson this report.
INITIAL IDENTIFICATION OF STUDENTS: 1) New children are identified as ELLs by reviewing the responses by parents on the Home Language Identification Survey. 2) This includes interviewing the parent in English or in their native language when necessary. 3) The Licensed ESL Teacher then administers the LAB R . The ESL teacher assists the parents during regisration and requests one of our translators if necessary to assist the parent with the forms and to interview them. Children who score below the cut score are placed in regular and classes and begin ESL services within ten days of their intitial enrollment. They are administered the LAB R within 10 days of their initial enrollment as well. The ESL children are tested annually with the NYSESLAT to montor progress in the English language for speaking, listening, reading and writing skills. The ESL Teacher, Ms. Sandra Gelfman oversees and reviews the Home Language Surveys. In addition, Ms. Gelfman, our ESL Teacher who is a Licensed ESL Teacher conducts the initial interview. If necessary she calls upon one of our translators for assistance. The Spanish LAB R is also administered when necessary by our Bilingual SAPIS worker along with the ESL teacher who oversees the exam.
2. PROGRAM INFORMATION/PARENT CHOICES: Parents of new ELLs are invited to attend an Orientation Meeting with a Translator present. The Parent Family Guide is distributed in the target language of the parent. The video is shown to the parents in their language. A translator along with the ESL Teacher provide the parents with the three choices available to them for their child. The Transitional Bilingual Program, The Dual Language Program, and the Free Standing ESL Program are all presented to the parents. The ESL Program available at P.S. 269 is described as well as the materials and methodologies used to help their child acquire English. Parents are encouraged to ask questions about how their child will learn English. The Parent Orientation is facilitated by our ESL Teacher, and our Literacy Coach who is Bilingual in Haitian Creole. Our Principal also attends the Orientation and is on hand for questions and answers.
Parents who cannot attend the orientation are met with privately at their convenience so that they can understand the choices available for their child. The trend has been in the past and remains today for the parents to select the ESL Free Standing Program. In the past and now the parents appear anxious for their child to learn English and have selected this option. This year we had one parent who did select a Haitian Bilingual Program in another school. We help all of the parents who have requests by directing them to the nearest school that has the program they are interested in.
3. Entitlement Letters: The licensed ESL Teacher at P.S. 269 is responsible for evaluating the ELL's by administering the NYSESLAT annually, and distributes all letters to parents advising them of the child's initial eligibility, placement, and continued eligibility. Parents are also notified if their child is no longer eligible for ESL services. All letters are distributed in English and in the language of the parent.
Copies of all Parent Entitlement letters, Placement Letters, Non Entitlemnt Letters, Continued Entitlemnt Letters as well as Parent

Surveys and Selection Forms are all kept on hand. The ESL Teacher at P.S. 269 takes it upon herself to personally meet with all new families of our new ELL's to explain how she can help their child adjust in a new environment. The ESL Teacher initially sets up a non speaking child with a buddy in the class that he or she is placed in to help translate everyday situations.

The results of the NYSESLAT are carefully monitored by the ESL Teacher for progress, and the teachers are notified of the Level of their proficiency levels. These results help us to identify the modality that the individual student shows weakness in as well as their strengths. The performance data is used to meet the programmatic needs and helps us also to plan for instructional mandates that are required by New York State Guidelines. The ESL Teacher oversees and identifies the individual needs of each student. She also articulates with the classroom teacher of the children for instructional planning. The goal is that each child in the ESL Free Standing Program will be able to participate in the classroom that they are placed in and acquire the necessary English skills so that they can participate in their own class.

4. After the Parents complete the Parent Survey the children are placed in the ESL Free Standing Program. The Beginners will receive 360 minutes of ESL instruction weekly. The Parents receive Placement Letters in their language explaining the placement.

5. This year we have had 10 new students. Eight are from Haiti and two are from Yemen. One Haitian child was discharged and went to a Bilingual Program in another school. All of the remaining 8 parents signed Parent Selection Surveys indicating that they wanted ESL only and not Bilingual. One Haitian parent requested a Bilingual Class which we were not able to offer. We recommended another school but it seems that they have not made the switch. Last year we had 12 new admits and those parents as well chose the ESL only program. Therefore the trend in recent years has been the selection of ESL only at this school. The remaining children in our program were here last year and received Continuing Entitlement Letters. There also are many third grade children from our feeder school P.S. 361 which serves grades K-2. They also have received Continued Entitlement Letters in their languages. Copies of all letters are maintained in our school and kept up to date by our ESL Teacher.

6. We can therefore conclude that all, with the exception of one of the Parental Requests are aligned within our school's ESL program with the exception of one child whose parents did request a bilingual class.

We have made a recommendation, however it appears that he did not transfer the child. We will follow up on their decision.

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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0													

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	68	Newcomers (ELLs receiving service 0-3 years)	58	Special Education	10
SIFE	17	ELLs receiving service 4-6 years	9	Long-Term (completed 6 years)	1

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	58	17	8	9	0	2	1			68
Total	58	17	8	9	0	2	1	0	0	68

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

C. Home Language Breakdown and ELL Programs

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

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish				5	5	2								12
Chinese														0
Russian														0
Bengali					1									1
Urdu					1	1								2
Arabic				1	1	1								3
Haitian				20	15	14								49
French														0

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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other					1									1
TOTAL	0	0	0	26	24	18	0	68						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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. PROGRAM DELIVERY - ES Instruction is a Free Stranding Program. Children are placed in regular classes and are pulled out of their classes to receive instruction according to their proficiency level. The ESL Teacher picks up the children from their class and returns them. The program is conducted entirely in English.

2. MANDATED INSTRUCTIONAL MINTUTES - Beginners and Intermediate students receive 360 minutes which is 8 periods of instruction weekly. Advanced children receive 180 minutes which is 4 periods of ESL weekly. P.S. 269 implements a Free Standing ESL Pull Out Program in accordance with CR Part 154 and Title III Guidelines. Our ELL Teacher is New York City and State Certified. Instruction is tailored to comply with NYS and city performance standards.

DIFFERENTIATED INSTRUCTION: All students are provided with differentiated instruction to meet or exceed city and state learning performance standards. Instruction is delivered and matched to student levels and individual needs. The children are grouped according to their levels. The Beginners are grouped with the Intermediates and the Advanced are grouped separately according to the mandates of instructional time required by New York State mandates. Students receive instruction that complements the themes and curriculum of their current grade level. The instuction utilizes ESL strategies and methodologies to provide content area knowledge and academic vocabulary.

A. Programming and Scheduling Information

In the Third Grade we are using Moving Into English by Harcourt. These are materials we received as a supplement to our Reading First Program. It includes explicit and systematic instruction in the five essential components of reading instruction (Phonemic Awareness, Phonics, Vocabulary, Fluency, and Comprehension). This program is based on literature, themes, phonics, vocabulary, and listening to stories on CD's and tapes. There are also writing activities incorporated into the stories. We also use Moving Into English with our Beginners. Shared Reading is also used across the three grades. This year as well as last year we expanded vocabulary development through use of figurative language, as well as deconstruction and reconstruction of sentences. These skills are drawn from a variety of books, genres, fables and poetry. This work is based on the research of Lilly Wong Fillmore. The ESL Teacher uses idioms, metaphors, and similes to help the children understand the use of Figurative Language that is found in Literature. This year across the three grades the ESL teacher plans to expand themes and reading non fiction books for information.

One of the goals is to combine content areas such as Science and Social Studies using the appropriate books and libraries that are specifically developed for the needs of the students in the ESL Program. There are books for all levels including beginners and that has proved to be very beneficial last year and we hope to expand this process this coming year. Graphic Organizers are used to aid in retention of thoughts and help summarize what the children learn. These are also be used for writing sentences and serve as a tool for summarizing information as the children learn.

ELL's with special needs receive instruction according to their own individual IEP, and they are included in the same program as the rest of the children. All of identified ELL's are also offered Supplemental Services either through tutoring in the mornings, as well as an Extended Day Program that we are in the process of planning for 2012. Graphic Organizers, Story Webs, Venn Diagrams are also used as tools to help in comprehension of reading and to help in writing of sentences, book reports and essays.

3. The children receive ESL instruction according to the required mandates. Beginners and Intermediate Students receive 360 minutes of ESL instruction weekly, advanced students receive 180 minutes of ESL instruction weekly. In addition a content area is taught along with ESL Methodology such as Science, Social Studies as well as Math incorporating ESL strategies into the lesson.

4. Our new Spanish children are administered the LAB R in Spanish which helps us understand how literate they are in their first language. However at this time there does not seem to be an exam to assess the Haitian Children in their literacy. We have some books in Haitian Creole and the ESL Teacher sees if they can read them. One of the problems or drawbacks is that we don't always know the level of education that some of our children have had in their previous country. We offer all of our ELL children translated versions of the content area exams as well as glossaries to assist them.

5. Instruction is tailored to meet the needs of the groups proficiency levels. The Beginners spend more time developing oral and listening skills through tapes, and CD's. The Intermediate and Advanced children are given books or writing activities that are tailored to meet their goals. Their weaknesses and strengths are identified by the data on the NYSESLAT. The ESL Teacher will plan lessons that will cater to their needs as well as their strengths. Once the Beginners progress they also will participate in the same work as the intermediates. The goals of the program are to move up a modality from year to year and eventually become proficient in English. The main goal is for the child to be able to participate in their classwork at grade level. Another goal is for the Beginners to be able to speak and participate in classwork.

During ESL instruction the ESL Teacher will use Graphic Organizers, Story Webs, Venn Diagrams to help organize students thoughts from reading which will also be used as a preparation for writing sentences and eventually essays as well as book reports. A big idea or a big question will be used so that at the end of the lesson they can summarize what they learned. Print rich books of various genres are used to engage and motivate the children.

A. SIFES - will use tapes, CD's and receive small group instruction. Their greatest needs will be identified by the ESL Teacher in collaboration with the classroom teacher. Then a plan will be created to offer AIS in the greatest subject need. The SIFES will also attend morning tutoring as well as the Extended Day Program planned for the coming year in Feb. 2012.

B. The majority of our students are here less than three years so we therefore offer the same plan. We invited them to tutoring in the morning, Extended Day Program, as well as access to AIS, Math or/and Wilson Reading Program. Each child is accessed to their needs.

C. The children that are here 4-6 years will also receive tutoring, Extended Day Program, AIS, and Wilson Reading Program if necessary.

D. Long Term ELLs will receive the same services as the above. If necessary some of these children who are at risk will be referred for an evaluation. It is possible that they are Long Term ELLs not because of the language and that would require an evaluation process to be initiated either by the ESL Teacher or Classroom Teacher. We have one ELL who has completed 6 years of service. Part of this is because she is a Hold Over. She is receiving Academic Intervention Services. We will also monitor to see if she needs to be referred.

6. Teachers of SWD who are also ELLs will use a varied approach and materials to suit the needs of the child based on their IEPs. During ESL

instruction that students will learn the same lessons that the other children learn. The use of age appropriate materials and engaging high

A. Programming and Scheduling Information

interest materials will be utilized including non fiction content areas such as Science and Social Studies incorporating ESL methodologies into the lessons. Tapes and CDs will also be used to accelerate language development. The teachers involved will be familiar with the individual IEPs to address the learning needs of each child in the group. Graphic Organizers will also be used to assist the children with their thoughts for reading and writing. This will include story webs and venn diagrams which will aid in writing and act as an aid to summarize information learned.

7. THE ELLs or SWD's will have a smaller group setting in accordance with their IEP. In some cases a Bilingual Para also accompanies the student to ESL . The para is able to assist the child and is a connection between the teacher and student in a positive manner. All materials

are used that are age appropriate. Materials are also motivating and interesting to the child. The ESL Teacher will try to engage students through thematic units that they are interested in learning about such as Science or Social Studies. Graphic Organizers are also used as a tool to assist children in organizing their thoughts and retaining facts learned from reading. These tools will also be used to help in writing sentences, and book reports.

Courses Taught in Languages Other than English

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

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

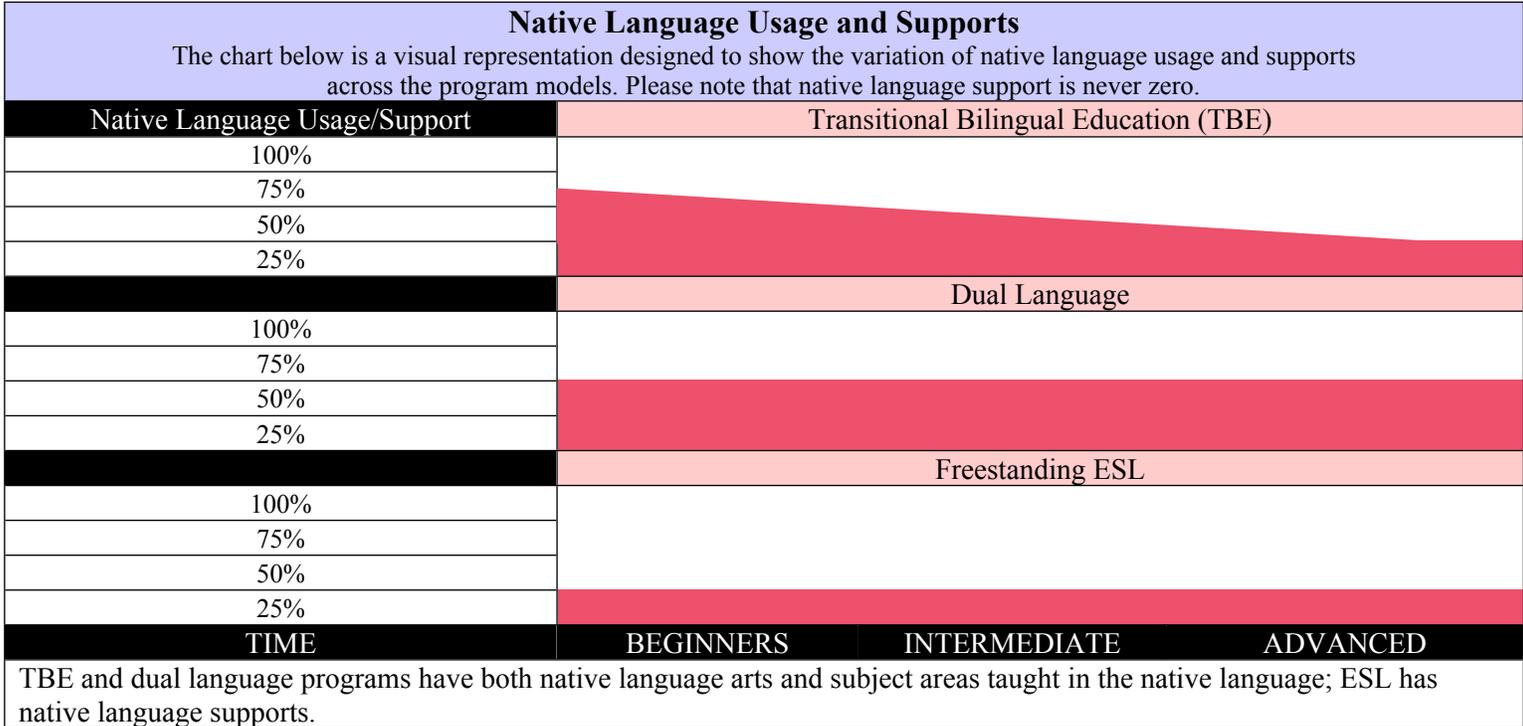
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

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

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

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



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 offer tutoring to all of our ELL students in ELA, Math, and Writing three mornings a week from 8:00 A.M. through 8:37 A.M. We also have a tutoring group for beginners in the morning using Native Language in Haitian Creole this year by our Literacy Coach who speaks Haitian Creole. The ESL Teacher also has a group of beginners as well. The remainder of the students receive tutoring with regular teachers to help them with their grade work. We are also planning on offering an Extended Day Title III program which will commence in February 2012 and end the first week of April 2012. There will be 4 groups, one class for each grade and a bridge class for Beginners who arrived this year. A licensed ESL Teacher will oversee the program as well as teach the Beginners Group. We will purchase test prep materials for the ELA, NYSESLAT Materials as well as Math Test Preparation materials to help those children with their grade work. This will be scheduled for Mondays through Thursdays from 3:00 P.M. and end at 4:30 P.M. We are in the process of planning this program at this time.

9. Our plan to continue transitional support for the Former Limited ELLs is to offer them additional time on their exams as well as include them in tutoring and invite them to our Extended Day Program. We will also offer an additional location for them to take their exams. The FLEPs will receive test accommodations for up to 2 years since they become proficient. The ESL Teacher will also articulate with the FLEP's teachers to see how they are doing in their classes.

10. We plan to offer Wilson Reading as a form of AIS to our children that need help in learning how to read. We also will increase our Professional Development Plan for classroom teachers who have ELLs in their classrooms to address the needs of our increasing population of English Language Learners. We are also planning on purchasing Let's Talk About It Kit by Mondo for our Beginners. We are also planning on purchasing theme based CDs series by Evan Moor- Look, Listen and Speak. These CDs provide basic theme based vocabulary lessons for our Beginners. Some of these CDs will be given to classroom teachers to use with their beginners. There are also activity books that accompany these CDs that we are looking into ordering. During the instructional time the ESL Teacher will plan lessons built around themes and children will be expected to speak and write about what they learn. The ESL Library will continue to be expanded upon by subject matter. Fiction and Non Fiction will be read and compared. Children will also learn the differences between facts and opinions. In addition they will learn how to express their own opinion. They will also learn how to locate facts in informational text, as well as recall details.

11. None of our programs are planning to be discontinued at this time.

12. All ELLs are invited and encouraged to attend all of the programs that the schools offers for everyone. The ELLs are invited to the Tutoring Program, and there will be a specific Extended Day Program carefully planned for them beginning in Feb. 2012 as mentioned in number 8 above. Additionally all ELL's are invited to participate in the CAMBA After School Program.

13. The following Intervention Programs are implemented for the ELLs in our school:

Wilson Reading Program

Special Education Services

Title I School Wide Programs (SWP) Reading/Math

Leap Frog

AIS Services including small group instruction for Math

Computer Technology - The ELLs learn how to use Computers in their classrooms as well as in the Computer Room with their class. Their needs are addressed by specific programs tailored for speaking, and reading.

14. Native Language is only used during the tutoring group in the morning for some of our Beginners. The classes are all conducted in English. However for some of our Special Education students they have an Individual Bilingual Para who assists them in their work while using their home language as well according to their IEP. The ESL Room does maintain a Library of Bilingual Books for those children that would like to read books in that particular language. There are some books in Haitian Creole and Spanish. Translated versions of all exams in the Content Subjects are offered to all of our children as well as bilingual glossaries.

15. All of the ESL children are placed in the appropriate grade according to their date of birth. Children receive grade work that is age appropriate and receive all of the same classes, books and materials that all of the other children their age. receive. They are also invited on class trips and included in all of the schools activities regardless of their level of English. It is through inclusion in their classes in everyday activities that they acquire English amongst their peers quickly.

16. At this time we do not offer any specific programs before school opens. However the school does have a Beacon Summer Program that all are entitled to attend. Our Parent Coordinator is present before the school year begins. She is available to discuss any particular needs or concerns for parents and their children. P.S. 269 has a summer breakfast and lunch program for the children in the community.

17. We are not offering any language electives at this time.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. All of the teachers who have ELLs in their classes will attend Professional Development Workshops offered by NYC Doe's Office of ELL.

to help them plan instruction for their students. Additionally the ESL Teacher will attend workshops offered by the city and other agencies and turnkey the contents to the staff at Grade Meetings. The ESL Teacher will also attend workshops offered by our Network and turnkey their contents as well. Also specific workshops will be facilitated by our ESL Teacher during Grade Workshops on specific topics such as:

- Strategies for ELLs
- Tips "How to Include Beginners in Your Classroom "
- Non Fiction for ELLs
- Adapting Material for ELLs and SIFES Tips and Tools
- Compliance and Date General Rules for ELLs, Tests, Promotional Concerns
- Data for ELLs/Assessment

The ESL Teacher will provide on-going sustained professional development to the staff. Some of it is individualized, and those teachers who have ELLs in their classes will receive support and materials. The ESL Teacher will speak at Grade Meetings as per CR Part 154 and keep the staff informed of any ongoing news and events related to the educational and compliance issues relating to ELL's.

The ESL Teacher is scheduled to attend the NYC DOE Conference on 11/8/11 "From Theory To Practice" English Language Learners and The Common Core Standards". She will turnkey the summary of this workshop at future Grade Workshops.

2. All staff including teachers, and the parent coordinator are supported by the Administration with regard to the transition of ELLs as they move from one school level to another. For example, our FLEPs (Former Limited English Proficient) children still receive extra time and a separate location to take their content exams for up to two years since they were LEPs. Additionally should any ESL child have any problems with any situation whether social or academic issues they are referred to our Guidance Counselor. Our Guidance Counselor will determine

if the child needs our Social Worker, who is a Haitian Creole Social Worker. Our Guidance Counselor is here to serve all of our students including children that are ELL's.

3. The following personnel are involved in receiving professional development per Jose P. 7.5 hours

- Assistant Principal
- Bilingual/ESL Coordinators
- Common Branch Teachers
- Subject Area Teachers
- Paraprofessionals
- Guidance Counselors
- Special Education Teachers - Will receive 10 hours of P.D.
- Psychologists
- Occupational/Physical Therapists
- Speech Therapists
- Parent Coordinators
- Secretaries

Jose P. Training can be received through workshops offered by the city and in addition to workshops offered in our school during Grade Conferences.

The ESL Teacher will attend conferences run by the NYC DOE and by the network. Also during Lunch and Learn Meetings she will turnkey the contents to the staff.

In addition all ELL Workshops will be posted and all staff will be invited to attend.

They will also be encouraged and invited to attend outside workshops pertaining to ELL's.

An attendance record will be maintained in our school records.

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. There is a Parent Association at our school. They hold regular meetings and all parents of ELLs are invited and encouraged to attend and participate. We also have several workshops planned for the school year for all parents and the parents of ELLs are invited as well. We offer language translation at all of our meetings.

2. P.S. 269 is home of the CAMBA/BEACON Program. This is a school based community center that responds to the needs of the school and the surrounding community by providing high quality youth and community development services. It operates year-round. The program offers many immigrant services as well as for the families. Our ELL children are welcome to participate in these programs we well as their families. These services are available to the students and families before the start of the school year should they require or need it. Adult GED and ESL classes are also offered for adults as well as many other self improvement classes.

3. A Parent Survey is distributed in which the parents are given the opportunity to choose which type of workshops they would like to attend. The topics will pertain to how to help your child be successful in school. For example there will be a workshop in Math, reading as well as Science. There will also be Math Night, Science Night and Library Night planned. A learning activity will be conducted in which the parents and child can participate together. Bilingual translation will be available at all of these workshops. The Parent Coordinator will also distribute a letter explaining who she is, and how she is available if any parent has a concern about their child or anything related to after school activities etc. or school in general. Translation services are available for all of our parents. There are signs right at the entrance to our school indicating that language assistance is available. At P.S. 269 we have staff available to translate Spanish, Haitian Creole, French, Urdu, and Fulani. We also distribute parent letters and report cards in the language that the parents request.

4. This year we will offer at least two workshops specifically designed for our ELL Parents. These workshops will be held in the evening so that they can all attend. We will address their needs by offering topics such as:

- Tips: How You Can Help Your Child
- Test Taking /Practice

These workshops will be conducted in English, Haitian Creole and Spanish. All of the parents who have ELLs in our school will be invited to attend. We will purchase bilingual dictionaries and also bilingual math glossaries so that the parent can try to help their child in their native language. Strategies will be discussed as well as taking advantage of many free opportunities that the city has to offer to learn. We will discuss How to get a library card, and bilingual Homework Call Centers, and many other educational opportunities for the parent and child. This will also give the families an opportunity to ask questions in their own language and express any concerns that they might have about the child's education.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)													
K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL

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)				12	11	9								32
Intermediate(I)				8	5	5								18
Advanced (A)				6	8	4								18
Total	0	0	0	26	24	18	0	0	0	0	0	0	0	68

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	7	9	5		21
4	10	4	4		18
5	14	11	2		27
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	17		6		1				24
4	10		5						15
5	7		20		2				29
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	9		5		3				17
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

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

1. Our school consistently uses formative data in the following ways:

Baseline assessments are used to establish long/short term goals that target improving student achievement. Options Reading and Math, Wrap Running Records and Performance Series (ELA and Math), are administered. The collection/analysis is reported as follows:

Beginning of the Year (BOY) September-November

Middle of the Year (MOY) December - February

End of Year (EOY) March-June

Benchmarks are established for each assessment and students are categorized as Intensive, Strategic and Benchmark. Progress Monitoring is done on an as needed basis for the intensive and strategic students. The following Formative data is also used to determine student progress:

- Everyday Math Unit and Chapter Tests
- Harcourt Science Unit and Chapter Tests
- Harcourt Social Studies Unit and Chapter Tests
- Making Meaning Unit Tests
- Grade 3 End of Selection Tests (Harcourt Trophies)
- Teacher Made Tests

Aris is used and the ELLs participate in all of the state and city exams unless they are in the U.S. for less than one year. All of the children take the NYSESLAT and the instruction and grouping and participation is based on the data that these tests deliver.

2. In the 3rd Grade we have 12 Beginners, 8 Intermediates, 6 Advanced children

In the 4th grade we have 11 Beginners, 5 Intermediates, 8 Advanced children

In the 5th Grade we 9 Beginners, 5 Intermediates, 4 Advanced children

The data shows that we have far more Beginners and Intermediates than we do of Advanced Levels.

The highest number of beginners are in the 3rd grade. However our Beginners and Intermediates are far more greater than our beginners. The reason for this is that the majority of our students are here less than 2 years.

We have shown some progress in that some children move up a modality and some were proficient this year.

3. The patterns across the NYSESLAT modalities do help us plan instructional decisions as to the childrens levels and how many minutes of ESL instruction they will receive. It also helps us see the weakness in each child and where they need help. In the Advanced Levels it is obvious to see that in most cases it was the writing that prevented them from becoming proficient. Therefore this data helps us plan and deliver the specific instruction that the child needs the most help with.

4. a. All of our children are taking the exams in English and the results are mixed. The children that came to this country less than 1 or 2 years ago received many 1's on the NYS Exams. However the children that were here longer fared much better as some received 2's and in math there were a few 3's. We can therefore conclude that the longer the child is here the more skills they acquire in Literacy and Math. (Especially in test taking skills). See chart on p. 13 for specific data.

b. The results of the Periodic ELL Assessments help the school plan for AIS and helps identify which children need help. It identifies the weakensses as well as the strengths of each child who participated. ThisTh assessment is a tool that is administered several times a year.

c. Through the Periodic Assssments the school learns who needs the most help and in what area. It also shows us who is making progress

and who is not. It targets the areas that need improvement such as speaking, listening, reading, or writing.

5. N/A We do not offer a Dual Language Program.

6. The success of our ESL program is obviously evaluated by how many children move up a level on the NYSESLAT and obviously how many children become proficient on the NYSESLAT. We also evaluate a successful program by observing how many of these ELLs are doing classwork, grade level work, and of course speaking English. Many of our children arrived here without speaking any English at all and have had many obstacles in their lives, particularly the Earthquake in Haiti 2 years ago. All of our students are making progress everyday and we will continue to encourage each and every English Language Learner who comes to our school.

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.

We believe our LAP reflects all of the necessary components to create a successful, highly challenging and growing ELL program.

- We believe that each student can and will reach his or her full potential.
- Students require individualized programs, designed around the mainstream curriculum.
- Students acquire language best in a supportive atmosphere where they can practice their emerging English skills in a low anxiety setting.
- Content area material should be utilized whenever possible.
- Instructional materials should match the language abilities of the students.

Part VI: LAP Assurances

School Name: 269		School DBN:	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jazmine Santiago	Principal		10/13/11
Glendolyn Coppin	Assistant Principal		10/13/11
Desiree Oakley	Parent Coordinator		10/13/11
Sandra Gelfman	ESL Teacher		10/13/11
Evis John	Parent		10/13/11
Christine Kenny	Teacher/Subject Area		10/13/11

School Name: 269

School DBN:

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Eileen Cappuci	Teacher/Subject Area		10/13/11
Junie Charlot	Coach		10/13/11
Hiawatha Brower	Coach		10/13/11
Sonia Christie	Guidance Counselor		10/13/11
Wendy Karp	Network Leader		10/13/11
Eileen Cappuci	Other <u>Cluster Teacher</u>		10/13/11
Abbe Levin	Other <u>SETS Provider</u>		10/13/01
	Other		1/1/01
	Other		1/1/01

Requirement under Chancellor's Regulations – for all schools

DBN: 22K269 School Name: 269

Cluster: 06 Network: Jose Ruiz

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.

For new admits the ESL teacher keeps a record of the parents preferred language of communication. She also personally meets each new parent at registration, or at the orientation. Therefore, she knows what language they speak, and if they require translation services. All of the children in the ELL Program, regardless if they are new admits or not, receive letters home in English as well as their language. If there are parents who want translated letters and their child is not an ELL, they too can request translated letters through the main office. The ESL Teacher maintains records of which children are to receive translated letters. Additionally, there is a list maintained in our office by the secretary. There is also a list in the School Aide's Office for mass distributions. Report cards are also distributed in the individual languages along with the English version. Signs are posted upon entering our school in the various languages indicating that translations are available for parents. The ESL teacher keeps these records current and up to date using various ATS reports such as the RPOB, (Place of Birth Report), the RHLA (Home Language Aggregate) and the RELL (Number of ELLs and levels).

The Parent Guide is also distributed to every new parent at our orientation in their native language. A translation team is in place at our school as follows:

For oral Haitian Creole translations the following are available to assist:

Haitian Creole, French: Ms. Charlot, Literacy Coach, Mr. Lazarre, School Psychologist, Mr. Dormeus, School Social Worker, Ms. Cherubin, Nurse, and many paraprofessionals as well.

Written: Ms. Charlot for Haitian Creole and French for letters not available from the NYC DOE.

Spanish: For oral translations: Our Principal, Ms. Santiago, Ms. Pacheco, Family Worker, Ms. Baez, SAPIS Worker, and also our Parent Coordinator, Ms. Oakley.

Spanish For Written: Ms. Baez and Ms. Santiago will translate any letters that we need that are not available from the NYCDOE.

Urdu - Ms. Ilahi , 4th Grade Classroom Teacher for Oral and Written Translations as well.

We will not use any outside agency or contractors for any of the above languages.

For all other languages, if requested and necessary we will use the NYC DOE Translation Department.

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

The findings of our school's written translation and oral interpretation needs are as follow: The parents who require the translations have responded on various forms in their native languages. This indicates to us a positive and welcoming response. Additionally we have not received any negative feedback in this area. We have many bilingual staff who are all willing to help anyone with translations. It is important to note that our School Based Support Team is a totally bilingual team. Also our nurse speaks Haitian Creole and she plays a pivotal role in this process in speaking with parents and children. The community feels that our school is an extremely welcoming environment where families feel comfortable and at ease when they come to visit. Language is not a barrier at P.S. 269, it is an opportunity that brings people together to help each other. The findings are reported to the school community through parent association meetings, school leadership team meetings and through a school memo.

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.

As stated above, the school aides office keeps a list of all of the parents that require translations for distribution. The ESL teacher revises the list to keep it current. (How often?) In addition, the ESL teacher makes sure that all of the letters are distributed. All of our translations are provided by staff and we have not had to use an outside vendor. Many of the letters are available from the NYC DOE 's website, making it possible for our secretary to access and print the translated version. This is the first step to accessing a leeter where written translation is needed. If the secretary cannot locate the translated letter, she will reach out to a member of the translation team. The member is notified and the letter is translatted within 2 days. The letters are then submitted to the school aides for copies and distribution. We also have at least one or two of our staff members from our translation team to help take mintes during workshops and PA meetings. Our principal and Sapis counselor provide written translations for Spanish speaking families. Our translation team is capable of preparing written translations. We have staff available for Haitian Creole, French, Spanish, and Urdu. This information is outlined in Part A, Question #1.

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.

All oral interpretations are provided by our own staff. We will not use an outside contractor. We have staff available to translate in the languages that our community requires. The school will provide translation at workshops, PA Meetings, Parent Teacher conferences and whenever necessary. The Parent Coordinator will direct the parent to the appropriate person on our Translation Team.

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 ESL teacher at P.S. 269 reviews the Home Language Survey to determine the primary language spoken at home within 10 days of a student's enrollment. If the parent indicates a language other than English, we provide the parent with translated materials to communicate with the school. We also ensure that the parent has the phone number of the Parent Coordinator. In addition, we ensure timely provision of interpretation services at all meetings and workshops.

In September, newly arrived parents of ELL students attend an Orientation Meeting in English as well as in their native language. In the orientation an explanation of the different program options that are available to them are highlighted. A Parent Survey and Selection Form are carefully reviewed in order to assist them in making an informed decision pertaining to which program they would like to choose for their child. We also show the video in their language. A translator is also present at the orientation to assist parents in the languages required. Parents are free to ask as many questions as necessary. Parents are afforded the opportunity to make a choice, once again, at the beginning of the school year when they are given the Continued Entitlement Letters for the coming year. Parents attend school workshops during the school year about ELA, Math, and the NYSESLAT. These workshops are conducted in English with a translator from our team present. All correspondence that has critical information regarding their child's education is translated into the native language as well. If the parents require oral translations then they can request it either at our office or through the Parent Coordinator. She will direct the family to the appropriate person from our translation team. As stated in Part A, Question 1: all of the required translation signs are posted at the entrance to our school stating that translations are available at this school in the various languages.

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information

Name of School: The Nostrand School

DBN: 22K269

This school is (check one): conceptually consolidated (skip part E below)

NOT conceptually consolidated (must complete part E below)

Part B: Direct Instruction Supplemental Program Information

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

Before school After school Saturday academy Other:

Total # of ELLs to be served:

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

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

Total # of teachers in this program: 5

of certified ESL/Bilingual teachers: 1

of content area teachers: 4

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: The rationale for our Title III Extended Day Program is to increase the literacy skills and language development of our English Language Learners. All ELL's in our school will be invited to attend the program. The program design will consist of four groups as follows: Grade 3, Grade 4, Grade 5, and one mixed group for Beginner Non-Speakers and SIFES. The program will begin approximately February 2013 and end in June 2013. The program will meet Mondays and Wednesdays from 3:00- 5:00 pm for 10 weeks. During these sessions we will provide support and preparation for the NYSESLAT exam. The teachers will use differentiated instruction to address the individual needs of the students. The program will be conducted in English. There will be one ESL NYS Licensed Teacher on premise. There will be four classroom common branch teachers providing instruction. The ESL teacher will push-in forty five minutes into each group. In addition, The ESL teacher will oversee all the clerical and administrative tasks involved, such as record keeping, attendance, and ordering of materials. For the Beginner and SIFE groups, we will purchase a variety of supplemental resources and materials to address their individual needs. We will also prepare our students for the upcoming NYSESLAT exam with supplementary preparation books for each child by grade.

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: The rationale for our professional development for Title III Program teachers is to acquaint them with the expectations and goals of the program. We will hold a workshop in February 2013, before the program begins to prepare educators. During this workshop class lists and materials will be distributed. The ESL teacher, Mr. Jason Povloski, will facilitate the workshop. The instructional goals will be discussed. The workshop will be scheduled for 3:00 PM until 4:30 PM. Attendance, assessment records, pre and post records will also be discussed. The teachers will be informed of exactly what they are expected to cover in the program. The four teachers to receive training will be the ones who are selected to be part of the Title III Program. An Agenda will be provided. Any questions that the teachers might have will be answered. In efforts to continuously support ELL'S and teachers who service them, we ask that when members of our staff attend workshops pertaining to ELLs, all agendas and handouts will be uploaded onto google documents to share with staff. Additional professional development will be provided for all other staff who teach ELLs. Professional Developments will be covered at our Vertical Grade Meetings scheduled to meet once a week. Topics to be covered will be: providing instructional strategies for ELL support, curriculum modifications, deepening the level of differentiated instruction, and TIPS for ELLs. He will also turnkey at various grade meetings regarding Strategies for Including ELLs in the classroom, particularly Beginners.

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: We are planning on having two workshops for the parents of our ELL's. One is planned for January with the date and time to be determined.. The second workshop will be held in March with the date and time to be determined. The rationale for these workshops is to increase parental involvement and to inform the parents of strategies they can use to help their children at home. Our workshops will be entitled "Helping Your Child Reach Academic Success as an English Language Learner ". We will discuss best practices to be used at home, making learning fun, understanding state exams, using the Public Library as well the wealth of free resources that are available to our children in New York City. We will explain how to use the Homework Help Line which is available in many languages. We will also discuss ways in which parents can help their children select appropriate books to read, high order questions to ask, and encourage parents to read to their children in their own languages as well. The workshop will be facilitated by our ESL teacher, Mr. Povloski. He will also discuss the upcoming tests. Parents will be able to ask questions about any issues they might have regarding their children's education. A Haitian Creole translator will be present, as well as our Principal, who will also translate for Spanish parents if necessary. The workshop in the Spring will be called "Strategies # 2: How To Help Your Child Reach Academic Success". This will be a follow up from the first workshop. All parents will receive a written invitation in English and in their native language. Refreshments will be served. We will also purchase and distribute a current copy of "Easy English News" for each parent that attends. This is a valuable literacy tool, as they can keep it and read it with their children together at home.

Part E: Budget

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

Allocation Amount: \$11200

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 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	4	0

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		