



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME:** PS 069X JOURNEY PREP

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 08X069

**PRINCIPAL:** SHEILA DURANT

**EMAIL:** [SDURANT@SCHOOLS.NYC.GOV](mailto:SDURANT@SCHOOLS.NYC.GOV)

**SUPERINTENDENT:** **TIMOTHY BEHR**

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Sheila Durant	*Principal or Designee	
Helen Efstathiou	*UFT Chapter Leader or Designee	
Elena Vila	*PA/PTA President or Designated Co-President	
Diana Negro	DC 37 Representative, if applicable	
<b>None</b>	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Abena Roman	Member/Parent	
Joseph Marin	Member/Parent	
Eliza Laureano	Member/Parent	
Elizabeth Figueroa	Member/Parent	
Kamlawatie Basil	Member/Parent	
Walter Galiano	Member/Assistant Principal/Chairperson	
Kimberley Taylor	Member/ Teacher	
Elizabeth Daddino	Member/ Teacher	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

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

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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

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

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

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be 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.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
  - By June 2013, 95% of teachers will participate in a minimum of six formative observations based upon a research based rubric that allows for self reflection and contains focused feedback and specific next steps.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
  - 95% of the teachers, instructional leads and supervisors will participate in development on Danielson’s Framework for Teaching meant to secure a lens of collaborative common language and clear expectations on effective teaching. From this work, the administrative team will develop and implement an observation protocol that will be infused in the school’s formal and informal observation practices.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
    - a. Students with disabilities (SWD)
    - b. English Language Learners (ELLs)
  - b) key personnel and other resources used to implement these strategies/activities,
    - a. Administration will schedule formative observations monthly.
    - b. Teachers will receive individual, focused feedback after formative observations and collaborate on “next steps.”
    - c. Principal will share school-wide initiatives and goals at opening conference.
    - d. Each teacher will meet with administration to identify individualized teacher specific goals for the 2012-13 school year. Progress will be reviewed at the three cycles described above
    - e. Teachers will be asked to set goals at opening day Professional Development:
      - i. Long term goal (personal)
      - ii. Short term goal(s) (personal)
      - iii. Classroom long term learning goals
    - f. School Instructional Leads will work collaboratively with classroom teachers and provide differentiated PD based on grade level needs and individual needs.
    - g. The creation of an Instructional Core Team focusing on instruction, analyzing curriculum and setting next steps for the entire organization. In addition, they will facilitate Grade and content appropriate study groups made up of the instructional staff and will collaboratively identify the necessary common language and expectations for use in the creation of a school-wide observation protocol and template.
    - h. Informal and formal observations will reflect essential elements of Charlotte Danielson’s rubric of *Effective Professional Practice*.
    - i. Each teacher will engage in a professional growth plan that assesses effectiveness at three cycles, a baseline, mid-year and end-of-

year feedback session.

- j. Open forum “Lunch with Principal” to discuss important curriculum and instructional issues during all three lunch periods on the first Friday of every month.
  - k. Staff Conference each month will provide feedback to all teachers and highlight exceptional practices in the school as well as a time to view authentic teacher videos and discuss best instructional practices.
  - l. Learning Walks will be scheduled once a month using school wide initiatives as a focal point lens
  - m. Lab-sites will be scheduled monthly, recorded and used for teacher discussion focusing on elements of effective instruction/practice.
  - n. Teacher video-recording of lessons and professional conversations with administration around low inference observations.
  - o. ARIS Learning Tool will be encouraged to be used and monitored by administration focusing on teacher’s self assessment and individual learning plan.
  - p. A library of authentic PS69X Best Practices DVDs will be available in the Teacher Resource Center for checkout
  - q. School Instructional Leads and administrators will engage in network professional development opportunities focusing in on teacher effectiveness, the Danielson Framework, and shared expectations around looking at student work and implementation of the CCLS.
  - r. Inter-visitations are scheduled monthly for peer on peer feedback.
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- Comprehensive Education Plan (School-wide goals)
  - Teacher’s individual goals
  - Notes from conferences with teachers
  - Agendas, minutes and attendance from Teacher team meetings.
  - Schedules and calendar of events of teacher meetings.
  - Digital DVD copies of lessons (library).
  - Low inference transcripts from teacher recorded videos.
  - Reflection sheets from teachers outlining personal goals from attended workshop.
  - Informal and formal observations using essential elements of Charlotte Danielson’s rubric of *Effective Professional Practice* and Santa Cruz Professional Teaching Standards.
  - Agendas/ attendance sheets/ logs/Power point presentations from PD sessions.
  - Literacy Consultants logs that reference team facilitation.
  - Feedback from Instructional Leads.
  - ARIS Learns monthly monitoring print out.
  - Schedule of formative observations
  - Feedback letters after Learning Walks.
  - Minutes/attendance from Instructional Core Team
- d) timeline for implementation.  
September 2012 – June 2013

**Strategies to increase parental involvement**

- 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 11 through 15 in this CEP.
  - Participate in Learning Walks to observe, reflect and provide feedback regarding the school's instructional programs.
  - Provide and discuss feedback from reviews at AIS/Instructional, School Leadership and Parent Association meetings.
  - Encourage parents to participate in sub committees to plan parent workshops that directly impact student learning.
  - Parents are provided access to student data.
  - Parents will have access to computer software that will assist in the development of programs geared to increase student performance.
  - The Parent Coordinator will be a means of support for the parents as they become more involved in school activities.
  - Teacher specialists will provide parent workshops to support understanding of the school curriculum.
  - The technology specialist is available to support parents in the use of computers and how to find pertinent information on the Internet including ARIS Connect.
  - The Annual School Report Card is distributed to parents and provides information about the school's achievement and standing.
  - The Parent Coordinator will oversee all parent involvement activities, including workshops, meetings and contacts with outside organizations.
  - Learning Leaders volunteer to work in classrooms
  - Parent worker and social worker will conduct a series of Pre-K parent workshops.
  - How to Help Workshop series by the parent coordinator will strengthen the home- school connection
  - Provide parents with access to data through the ARIS Parent Link.
  - Learning Leaders will be trained to work with struggling students using Great Leaps.
  - Jump Start Reading Program will provide training to parents in highlighting fluency skills while working as volunteers in the primary grade classrooms.
  - As part of our community outreach we are establishing a parent lending library in our Robin Hood Library.
  - Staff will provide workshops in Literacy, Math, Science, and Social Studies.

**Budget and resources 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 I     Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
  - A SAPIS worker was hired to support academies as part of the school's efforts to improve attendance for all students
  - The school has several mandated services providers working with students to receive services (i.e. counseling, speech, ESL, SETSS, OT, and PT.etc.)

Intervention programs were purchased with Title I funds to support Academic Instructional Services in classrooms.

## ANNUAL GOAL #2 AND ACTION PLAN

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

### **Annual Goal #2**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
  - By June 2013, 95% of teachers will engage in *Looking at Student Work* and cycles of Inquiry by using protocols to support an understanding of student needs, a shift in the scope and sequence involving reducing the number of topics covered, as well as apply a task analysis guide to determine the academic rigor of instructional and assessment tasks for specific subgroups.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
  - Student achievement is at the heart of any school's mission and goals. It is imperative that there is evidence of student learning and progressing year after year. This goal focuses on student achievement.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
    - a. Students with disabilities (SWD)
    - b. English Language Learners (ELLs)
  - b) key personnel and other resources used to implement these strategies/activities,
    - Develop protocols for teachers to use to look at student work.
    - Staff members will analyze various data to determine targeted subgroups.
    - Teachers will use collaborative planning time to discuss, goals/objectives for student achievement.
    - Teachers will participate in case studies that focuses on student learning needs at varied levels.
    - Staff members will present their inquiry findings to staff at month grade conferences.
    - Inquiry findings will be used in curriculum map revisions
    - Teachers will meet at Thursday afternoon meetings to discuss student work samples and the gap between instruction and product.
    - Administrators will engage in cycles of feedback to staff members as they go through cycles of inquiry.
    - Teachers will meet weekly using the Depth of Knowledge to create assessments and learning goals for their students
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
    - A roster and agenda for the lead instructional school based CCLS planning team
    - School professional development plan
    - Curriculum Maps
    - Unit Plans
    - Model student work

- Rubrics
- Coaching/mentoring logs
- School observation protocol
- Administrative observations
- Team meeting schedules/logs
- Formative and summative assessment tools
- Looking at Student Work (LASW) documentation
- Teacher Lesson Plans
- Minutes/Agendas from Inquiry team meetings
- Workshops/presentation for inquiry team expectations and guidelines
- School/student/group data

d) timeline for implementation.

- September 2012 – June 2013

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

- 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 11 through 15 in this CEP.
  - Participate in Learning Walks to observe, reflect and provide feedback regarding the school's instructional programs.
  - Provide and discuss feedback from reviews at Academic Intervention Services/Instructional, School Leadership and Parent Association meetings.
  - Encourage parents to participate in sub committees to plan parent workshops that directly impact student learning.
  - Parents are provided access to student data.
  - Parents will have access to computer software that will assist in the development of programs geared to increase student performance.
  - The Parent Coordinator will be a means of support for the parents as they become more involved in school activities.
  - Teacher specialists will provide parent workshops to support understanding of the school curriculum.
  - The technology specialist is available to support parents in the use of computers and how to find pertinent information on the Internet including ARIS Connect.
  - The Annual School Report Card is distributed to parents and provides information about the school's achievement and standing.
  - The Parent Coordinator will oversee all parent involvement activities, including workshops, meetings and contacts with outside organizations.
  - Learning Leaders volunteer to work in classrooms
  - Parent worker and social worker will conduct a series of Pre-K parent workshops.
  - How to Help Workshop series by the parent coordinator will strengthen the home- school connection
  - Provide parents with access to data through the ARIS Parent Link.
  - Learning Leaders will be trained to work with struggling students using Great Leaps.
  - Jump Start Reading Program will provide training to parents in highlighting fluency skills while working as volunteers in the primary grade classrooms.
  - As part of our community outreach we are establishing a parent lending library in our Robin Hood Library.

Staff will provide workshops in Literacy, Math, Science, and Social Studies.

**Budget and resources 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 I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
  - A SAPIS worker was hired to support academies as part of the school's efforts to improve attendance for all students
  - The school has several mandated services providers working with students to receive services (i.e. counseling, speech, ESL, SETSS, OT, and PT.,etc.)
  - Intervention programs were purchased with Title I funds to support Academic Instructional Services in classrooms

### **ANNUAL GOAL #3 AND ACTION PLAN**

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

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
  - Teachers, related service providers, as appropriate, and administration will assess students on an on-going basis to determine if they can participate in 1 or more least restrictive settings.

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
  - Using on-going assessments and collaborative discussions to evaluate student progress towards attaining goals on their IEPs and meeting grade-wide standards students will be monitored on an on-going basis to determine opportunities for participation in least restrictive environments (LRE).

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

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
    - a) Students with disabilities (SWD)
    - b) English language learners (ELLs)
  - b) key personnel and other resources used to implement these strategies/activities,
    - Special Education liaisons will attend monthly Network meetings and turn-key information at the school level regarding flexible scheduling
    - Special Education liaisons will meet with teachers, related service providers, SAT members as appropriate, and administration to provide professional development on flexible scheduling
    - With Network support, schools will monitor and evaluate SWDs' progress on an on-going basis and report progress on individual students in their schools to the special education team
    - With Network support, schools will conduct meetings on an on-going basis in order to identify students who are candidates for participation in LRE and create opportunities for individual student participation in LRE
    - PD that focuses on SWD in areas of:
      - ongoing assessments,
      - progress for student achievement
      - best instructional practices.
      - Collecting multiple data for student learning
    - Teachers, related service providers, SAT members as appropriate, and administration will collaborate and meet at the school level to discuss individual students and create supportive opportunities for SWD participation in LRE
    - Network in school professional development on flexible scheduling as needed
    - Special education liaisons and administration will support their teachers on implementing flexible scheduling

- Collaborative meetings with liaisons, teachers, related service providers, SAT members as appropriate, and administration will enable review of student progress and creation of LRE opportunities
- Administrative oversight will ensure implementation of LRE for SWDs

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

- Network PD agendas
- Agendas from Special Education Common Preps
- Minutes from Child Study Team
- Workshops for teachers of special education and general education on LREs
- 2012-13 School professional development plan
- Logs from Service Providers for SWD
- School PD agendas
- School agendas and outcome results of meetings on individual students
- Flexible scheduling programs for individual students who are in LRE

d) timeline for implementation.

- a. September 2012 – June 2013

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

- 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 11 through 15 in this CEP.
  - Participate in Learning Walks to observe, reflect and provide feedback regarding the school's instructional programs.
  - Provide and discuss feedback from reviews at AIS/Instructional, School Leadership and Parent Association meetings.
  - Encourage parents to participate in sub committees to plan parent workshops that directly impact student learning.
  - Parents are provided access to student data.
  - Teacher specialists will provide parent workshops to support understanding of the school curriculum.
  - The technology specialist is available to support parents in the use of computers and how to find pertinent information on the Internet including ARIS Connect.
  - The Annual School Report Card is distributed to parents and provides information about the school's achievement and standing.
  - The Parent Coordinator will oversee all parent involvement activities, including workshops, meetings and contacts with outside organizations.
  - Learning Leaders will be trained to work with struggling students using Great Leaps.
  - Staff will provide workshops in Literacy, Math, Science, and Social Studies.

**Budget and resources 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 I    Title IIA   \_\_\_\_\_ Title III    Grants   \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
  - A SAPIS worker was hired to support academies as part of the school's efforts to improve attendance for all students
  - The school has several mandated services providers working with students to receive services (i.e. counseling, speech, ESL, SETSS, OT, and PT.etc.)
  - Intervention programs were purchased with Title I funds to support Academic Instructional Services in classrooms

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

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

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
  - The school will employ its RTI team to identify and study at risk students in order to develop intervention strategies that increase their academic achievement. The team will create a menu of successful intervention strategies aligned to at risk categories in all 3 tiers. This menu will serve as a living document guide for school based interventions

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
  - To maintain and strengthen a school based RTI team that seeks to address students' academic, linguistic, cultural, and behavioral needs in a proactive manner. The team will identify and implement research supported strategies that work to develop and maintain student success within the classroom. Implementation will contribute to more meaningful identification of learning and behavioral problems, improve instructional quality, provide all students with the best opportunities to succeed in school, and assist with the identification of learning disabilities

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

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
    - c) Students with disabilities (SWD)
    - d) English language learners (ELLs)
  - b) key personnel and other resources used to implement these strategies/activities,
    - e) The RTI team will work in conjunction with the Child Study Team (CST)
    - f) The school's RTI team will continue to utilize and hone protocols previously developed to target specific students and successful strategies for specific needs.
    - g) Conduct meetings
    - h) Sort and resort students into one of three tiers
    - i) Progress monitor will revisits the plan.
    - j) Communicate with and involve teachers, parents and related service providers
    - k) Prescribe, assess and track interventions
    - l) In September, the RTI team will employ a school-based universal screener to identify, at risk students and create a list of students for RTI team study.
    - m) For each tier II and III student, an intervention plan complete with goals, will be created, implemented and monitored.
    - n) A progress monitoring system will be employed to continuously monitor the student's progress in the areas of:
      - o) Behavior: will be monitored by Behavior Intervention Plans (BIPS)
      - p) Instruction will be monitored by the assessment: Brigance, etc.
    - q) The RTI Team will be represented at three RTI professional development conferences during the course of the year, led by the network

and allowing for inter school networking opportunities.

- r) Individual classroom teachers will use classroom and assessment data to make instructional adjustments and monitor progress over time for all students.
  
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - ☑ RTI Team list, operating procedures
  - ☑ Lists of students served
  - ☑ Agendas and minutes of school based RTI team meetings
  - ☑ Screening results
  - ☑ Teacher data binders
  - ☑ Related service provider logs
  - ☑ Screening calendar
  - ☑ An expanding menu of intervention strategies aligned to at risk categories in all 3 tiers
  - ☑ Network RTI training agendas
  - ☑ Case studies of team identified students
  - ☑ Minutes from RTI/CST meetings
  
- d) timeline for implementation.
  - a. September 2012 – June 2013

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

- 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 11 through 15 in this CEP.
  - ☑ Participate in Learning Walks to observe, reflect and provide feedback regarding the school's instructional programs.
  - ☑ Provide and discuss feedback from reviews at AIS/Instructional, School Leadership and Parent Association meetings.
  - ☑ Encourage parents to participate in sub committees to plan parent workshops that directly impact student learning.
  - ☑ Parents are provided access to student data.
  - ☑ Teacher specialists will provide parent workshops to support understanding of the school curriculum.
  - ☑ The technology specialist is available to support parents in the use of computers and how to find pertinent information on the Internet including ARIS Connect.
  - ☑ The Annual School Report Card is distributed to parents and provides information about the school's achievement and standing.
  - ☑ The Parent Coordinator will oversee all parent involvement activities, including workshops, meetings and contacts with outside organizations.
  - ☑ Learning Leaders will be trained to work with struggling students using Great Leaps.
  - ☑ Staff will provide workshops in Literacy, Math, Science, and Social Studies.

**Budget and resources 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 I  Title IIA  Title III  Grants \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
  - A SAPIS worker was hired to support academies as part of the school's efforts to improve attendance for all students
  - The school has several mandated services providers working with students to receive services (i.e. counseling, speech, ESL, SETSS, OT, and PT. etc.)
  - Intervention programs were purchased with Title I funds to support Academic Instructional Services in classrooms

## ANNUAL GOAL #5 AND ACTION PLAN

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

### **Annual Goal #5**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
  - By June 2012, 95% of classroom teachers will develop a minimum of two literacy tasks (integrated with social studies and science) and two in mathematics that are embedded in rigorous curriculum units that are aligned to the Common Core Learning Standards (CCLS).

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
  - To continue to deepen and broaden work around the Common Core Learning Standards (CCLS) by engaging closely with and examining school-wide implementation of the Citywide Instructional Expectations (CIE). In literacy, social studies, and science, all students will engage in more challenging assignments that will accelerate their learning, deepen their conceptual understanding, and strengthen their ability to use textual evidence in writing and discussion. All students will experience opportunities to engage in mathematical study which requires fluency, application, and conceptual understanding.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - e) strategies/activities that encompass the needs of identified student subgroups,
    - s) Students with disabilities (SWD)
    - t) English language learners (ELLs)
  - a) key personnel and other resources used to implement these strategies/activities,
    - A lead instructional school based CCLS planning team will be identified to support and plan the implementation of the citywide instructional expectations.
    - Our PLC's will focus on embedding formative and summative assessment within common core aligned instructional units and study the resultant student work to determine the strength of using the literacy design and math design collaborative frameworks for aligning teaching tasks to assessment tasks.
    - A school based professional development plan will be created and implemented to deliver the information secured by the above activities to the entire school instructional staff
    - School leadership will meet weekly with the lead instructional team, join teacher team meetings on a regular basis, and coordinate this work across grades and content areas to ensure fidelity and implementation.
    - Teachers will engage in job-embedded professional learning activities, as described in the school's professional development plan, to secure the implementation of pedagogical practices that focus on the following instructional shifts:
    - Teachers will engage in job-embedded professional learning activities, as described in the school's professional development plan, to secure the implementation of pedagogical practices that focus on the following instructional shifts:
      - In Math; require fluency, application, and conceptual understanding
      - In Literacy, social studies and science; require students to ground reading, writing, and discussion in evidence from text. As well, build a solid foundation of text dependent questioning strategies to support deeper inquiry into content.

- ☑ Teachers will develop a shared understanding of the CCLS and the expectations of college and career readiness by immersing in rigorous, ongoing professional development.
- ☑ Teachers will participate in weekly team planning meetings that focus on the implementation of the CCLS by collaboratively looking at student work to guide the design and editing of formative and summative assessment tools while constantly reviewing curriculum maps for gaps.
- ☑ Teachers will produce units and lesson plans to support all learners.
- ☑ In literacy, teachers will design / implement rigorous tasks that ask students to read and analyze informational texts, write opinions and arguments.
- ☑ In mathematics, teachers will design / implement rigorous tasks that will demonstrate the students ability to model and/or construct and explore the reasoning needed to arrive at viable solution.
- ☑ In mathematics, teachers will reorganize math content into fewer topics allowing for more time to focus on the major work of the grade as per the Citywide Instructional Expectations.
- ☑ In literacy, teachers will infuse opportunities for students to engage with a balance of literacy and informational text as well as text sufficiently complex for the grade band.
- ☑ Administration will monitor implementation by adjusting the school’s observation protocol to reflect the instructional shifts identified instructional shifts.
- ☑ Teachers will plan rigorous math and literacy tasks to be embedded in curriculum units.
- ☑ Curriculum maps will be revised to include learning outcomes based on the CCLS and the principles of Universal Design for Learning.
- ☑ All Professional Development sessions will incorporate a connection to the Common Core Learning Standards and the principles of Universal Design for Learning.
- ☑ Staff book club will be scheduled using texts such as: Teach Like a Champion by Doug Lemov and Teaching Every Student in the Digital Age: Universal Design for Learning by David H. Rose & Anne Meyer
- ☑ Common Core Learning Standards and the principles of Universal Design for Learning will be aligned to learning outcomes illustrated in the curriculum maps on all grade levels.
- ☑ Network Facilitation in supporting the CCLS concepts principles of Universal Design for Learning will be sought to support teachers in this work
- ☑ Inquiry Teams will be required to link CCLS and the principles of Universal Design for Learning with their area of study as well as analyze authentic student work samples for qualitative data.
- ☑ Inquiry Teams will be required to incorporate protocols on “Looking at Student Work,” beginning with the “Tuning Protocol,” but also including “Project Zero,” making Learning Visible protocols.
- ☑ Quality Review simulations and study through the use of the Quality Rubric will be aligned to the CCLS work and the principles of Universal Design for Learning

b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

- ☑ Revised curriculum maps for the 2012 – 2013 school year incorporating CCLS and the principles of UDL.

- ☑ Agendas and readings from all PD sessions will include a CCLS connection
- ☑ Attendance from PD sessions and staff meetings
- ☑ Explaining and Argument focus of CCLS study will be observed in practice in classrooms – through Informal and formal observations
- ☑ Network Facilitation attendance by PS 69X personnel at workshops
- ☑ Inquiry Team work will demonstrate a connection with CCSS
- ☑ Use of Looking at Student Work protocols will be observed at Inquiry Team Meetings
- ☑ Units of Study with literacy/math embedded tasks.
- ☑ Student work generated from literacy/math tasks embedded in units of study.
- ☑ A roster and agenda for the lead instructional school based CCLS planning team
- ☑ School professional development plan
- ☑ Curriculum Maps
- ☑ Unit Plans
- ☑ Model student work
- ☑ Rubrics
- ☑ Coaching/mentoring logs
- ☑ School observation protocol
- ☑ Administrative observations
- ☑ Team meeting schedules/logs
- ☑ Formative and summative assessment tools
- ☑ Looking at Student Work (LASW) documentation
- ☑ Teacher Lesson Plans

c) timeline for implementation.

a. September 2012 – June 2013

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

- 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 11 through 15 in this CEP.
  - Participate in Learning Walks to observe, reflect and provide feedback regarding the school's instructional programs.
  - Provide and discuss feedback from reviews at AIS/Instructional, School Leadership and Parent Association meetings.
  - Encourage parents to participate in sub committees to plan parent workshops that directly impact student learning.
  - Parents are provided access to student data.
  - Teacher specialists will provide parent workshops to support understanding of the school curriculum.
  - The technology specialist is available to support parents in the use of computers and how to find pertinent information on the Internet including ARIS Connect.
  - The Annual School Report Card is distributed to parents and provides information about the school's achievement and standing.
  - The Parent Coordinator will oversee all parent involvement activities, including workshops, meetings and contacts with outside organizations.
  - Learning Leaders will be trained to work with struggling students using Great Leaps.

- Staff will provide workshops in Literacy, Math, Science, and Social Studies.

**Budget and resources 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 I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
  - A SAPIS worker was hired to support academies as part of the school's efforts to improve attendance for all students
  - The school has several mandated services providers working with students to receive services (i.e. counseling, speech, ESL, SETSS, OT, and PT. etc.)
  - Intervention programs were purchased with Title I funds to support Academic Instructional Services in classrooms

**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	<p><b><u>Time to Know</u></b> - Time to Know™ will allow students to work individually utilizing differentiated instructional materials on individual laptop computers. Students’ individual strengths and weaknesses will be targeted and teachers will have access to data on student progress and performance during instruction.</p> <p><b><u>Pearson Waterford</u></b> - Pearson Waterford Early Learning Program's digital curriculum, which provides an individualized experience mastery of critical concepts in literacy through an online tool</p> <p><b><u>Great Leaps</u></b> – an intervention program that focuses on phonics, phonemic awareness decoding and/or phonological awareness difficulties as well as critical thinking and deeper comprehension.</p> <p><b><u>Wilson Reading System</u></b>- A multi-sensory, structured curricula which focuses on phonemic awareness and language structure focusing on grades 3 and up.</p> <p><b><u>FUNDations</u></b> – The same company as Wilson, FUNDations is a multi-sensory, structured curricula which focuses on phonemic awareness and language structure from grades K – 2.</p> <p><b><u>Fountas and Pinnell Reading Intervention</u></b> - is a small-group, supplementary intervention program</p>	<p><input checked="" type="checkbox"/> (whole class and small group)</p> <p><input checked="" type="checkbox"/> (whole class and small group)</p> <p><input checked="" type="checkbox"/> (whole class and small group)</p> <p><input checked="" type="checkbox"/> (whole class and small group)</p> <p><input checked="" type="checkbox"/> One on one with Learning Leader parent volunteers</p> <p><input checked="" type="checkbox"/> In classrooms (small group)</p> <p><input checked="" type="checkbox"/> In primary classrooms (small group and whole class)</p> <p><input checked="" type="checkbox"/> In classroom (small group)</p> <p><input checked="" type="checkbox"/> In classroom (whole class and small group)</p> <p><input checked="" type="checkbox"/> Extended day (whole class and small group)</p>	<p><input checked="" type="checkbox"/> In classroom</p> <p><input checked="" type="checkbox"/> Extended day</p> <p><input checked="" type="checkbox"/> After School</p> <p><input checked="" type="checkbox"/> During school</p> <p><input checked="" type="checkbox"/> During school</p> <p><input checked="" type="checkbox"/> During school</p> <p><input checked="" type="checkbox"/> During school</p> <p><input checked="" type="checkbox"/> During school</p> <p><input checked="" type="checkbox"/> During school</p>

	<p>designed to help teachers provide powerful, daily, small-group instruction for the lowest achieving children in the early grades.</p> <p><b>Right to Learn</b> – an interactive writing digital platform that provides feedback for students, criteria for writing projects and saves as a digital portfolio.</p> <p><b>Read Works</b> - An online database of best practices for teachers to access and meet the needs of selected students.</p> <p><b>OKAPI Flying Start to Literacy</b> - Paired fiction/nonfiction program for early intervention. Paired books address the same concepts, vocabulary and high frequency words in different text types and sentence structures</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> After School (whole class and small group)</li> <li><input checked="" type="checkbox"/> In classroom (whole class and small group)</li> <li><input checked="" type="checkbox"/> Extended day (whole class and small group)</li>   <li><input checked="" type="checkbox"/> During AIS intervention groups</li> <li><input checked="" type="checkbox"/> During small group instruction during school day.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> During school</li> <li><input checked="" type="checkbox"/> During school</li>   <li><input checked="" type="checkbox"/> During school</li> <li><input checked="" type="checkbox"/> During school</li> </ul>
Mathematics	<p><b>Time to Know</b> - Time to Know” will allow students to work individually utilizing differentiated instructional materials on individual laptop computers. Students’ individual strengths and weaknesses will be targeted and teachers will have access to data on student progress and performance during instruction.</p> <p><b>Simple Solutions</b> – an intervention that supplements the curriculum by providing daily distributed practice. This practice allows students to regularly and systematically revisit material that has been introduced by the classroom teacher.</p> <p><b>Great Leaps</b> - – an intervention program that focuses on dual intensity of math application and route understanding of math facts.</p> <p><b>Math Steps</b> – a supplemental math program that allows students to practice math supplication and conceptual understanding. After School (whole class and small group)</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> In classroom (whole class and small group)</li> <li><input checked="" type="checkbox"/> Extended day (whole class and small group)</li> <li><input checked="" type="checkbox"/> After School (whole class and small group)</li>   <li><input checked="" type="checkbox"/> In classroom (whole class and small group)</li>   <li><input checked="" type="checkbox"/> One on one with learning Leader volunteers.</li>   <li><input checked="" type="checkbox"/> In classroom (whole class and small group)</li> <li><input checked="" type="checkbox"/> Extended day (whole class and small group)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> During school</li>   <li><input checked="" type="checkbox"/> During school</li>   <li><input checked="" type="checkbox"/> During school</li> <li><input checked="" type="checkbox"/> During school</li> </ul>
Science	<p><b>FOSS</b> – the website <a href="http://www.fossweb.com/">http://www.fossweb.com/</a> includes learning modules that students and teachers can access:</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> In classroom (whole class and small group)</li> <li><input checked="" type="checkbox"/> Extended day (whole class and small group)</li> <li><input checked="" type="checkbox"/> In classroom (whole class and small</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> During school</li> </ul>

	<b>Read Works</b> - An online database of a variety of genres including science nonfiction texts and best practices for teachers to access and meet the needs of selected students.	<input checked="" type="checkbox"/> group) <input checked="" type="checkbox"/> Extended day (whole class and small group)	<input checked="" type="checkbox"/> During school
Social Studies	<b>Study Island</b> - Web-based instruction, practice, assessment and reporting and Rigorous academic content that is both fun and engaging  <b>Read Works</b> - An online database of a variety of genres including social studies nonfiction texts and best practices for teachers to access and meet the needs of selected students.	<input checked="" type="checkbox"/> In classroom (whole class and small group) <input checked="" type="checkbox"/> Extended day (whole class and small group)  <input checked="" type="checkbox"/> In classroom (whole class and small group) <input checked="" type="checkbox"/> Extended day (whole class and small group)	<input checked="" type="checkbox"/> During school   <input checked="" type="checkbox"/> During school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<b>I-Care</b> character development and community education intervention program targeted for students in K-2  <b>Resolving Conflict Creatively Program</b> <b>RCCP</b> - Peer Mediators addresses conflict resolution, character education, and social and emotional learning. Small group pull out program	<input checked="" type="checkbox"/> In classroom (whole class and small group)	<input checked="" type="checkbox"/> During school

### 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.

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers.
- The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support struggling and un-qualified teachers.
- Continual and ongoing feedback to staff members.
- Differentiated Professional Development to all teachers based on common needs, trends and individual next steps.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR 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;
- 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:

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

- The Parent Coordinator will be available to meet with parents to answer questions, provide information and address concerns.
  - ELL workshops are conducted for parents by the ESL teacher.
  - Learning Leaders will provide workshops to parents as supports for helping their children succeed academically. Also, Learning Leaders will conduct trainings to prepare parents to be Learning Leader volunteers in the classroom.
6. **P.S. 69X** will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
- a. The school will provide workshops, information and assistance to parents of children served by the school, as appropriate, in understanding topics such as the following:
    - Common Core Learning Standards
    - New York State assessments including New York State alternate assessments (Requirements of Part A)
    - School-wide periodic assessments
    - How to monitor their child's progress and how to work with educators.

**Venues to inform parents will include:**

    - Parent Workshops
    - Parent Teacher Conferences
    - Curriculum Night/Back to School Night
    - Promotional policy meetings
  - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:
    - How to Help Workshop series by the parent coordinator will strengthen the home-school connection
    - Provide parents with access to data through the ARIS Parent Link.
    - Learning Leaders will be trained to work with struggling students using Great Leaps.
    - Jump Start Reading Program will provide training to parents in highlighting fluency skills while working as volunteers in the primary grade classrooms.
    - As part of our community outreach we are establishing a parent lending library in our Robin Hood Library.
    - Staff will provide workshops in Common Core Learning Standards (Literacy, Math, Science, and Social Studies.)
    - Parents are invited to attend, Book Fair, Enrichment Cluster Fair, Awards Assemblies, Broadway Junior Production, concerts and other school events.
    - Parent will volunteer as JUMPStart readers and Pre K classroom projects.
    - The Parent Coordinator trains parent volunteers to assist in classrooms
    - Meet the teacher night is held in September to familiarize parents with teachers and school programs.
    - Monthly Coffee Talk with Principal as an open forum for parents to discuss instructional issues.
    - Our Monthly Book and a Bagel workshop provide parents with the opportunity to read and discuss the same literature that their children are reading in school.
  - c. The school, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build partnerships between parents and the school community by:
    - Parent outreach by the Parent Coordinator
    - Family Worker conducts parent workshops
    - Home visit are conducted

- Phone calls to parents
  - Parent Monthly calendars
  - School website ([www.PS69Bronx.org](http://www.PS69Bronx.org))
  - Parent/Teacher Conferences
  - Informational meetings by community based organizations
  - Health Fair/Family Day in June
  - Notices and Permission slips
- d. The school will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practical, in a language the parents can understand
- School Messenger Phone System
  - Parent Coordinator
  - Family Worker
  - Learning Leaders
  - School Leadership Team
  - School website ([www.PS69Bronx.org](http://www.PS69Bronx.org))
  - Awards Assemblies
  - Monthly Calendars
  - School Menu
  - Holiday Homework Packets
  - Parent Information Notices
  - Test scores on how their students are performing
  - Individual student goal setting profiles

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

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

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**  
**CAN 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:

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

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

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

- Learning Leaders volunteer during the school day to implement The Great Leaps Fluency Program
- Parent volunteers in classrooms and on class trips,

- Parent coordinator provides workshops on curriculum and other topics as determined by the parent needs assessment.
- Parents participate at school workshops conducted by administrators and coaches and staff
- Family Day Outing

Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.

Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- Provide parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Provide to each parent an individual student report about the performance of their child on the NYS English Language Arts and Math assessments.

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

- Minutes from Parent Association Meetings
- Minutes from School Leadership Team Meetings

## **II. Parent/Guardian Responsibilities:**

- Make certain that our children attend school no less than 95% of the time during the course of the year.
- Make sure that homework is complete
- Monitor the amount of television our children watch
- Volunteer at my child's school.
- Participate, as appropriate, in decisions relating to my child's education
- Promote positive use of my child's extracurricular time
- Stay informed about my child's education by promptly reading all notices from the school or Department of Education and respond appropriately.
- Complete all Parent Surveys
- Serve to the extent possible, on school or Department of Education policy advisory groups,
- Become a member of the PS 69 Parents Association

## **III. Student Responsibilities:**

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

**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 <b>Debra Maldonado</b>	District <b>8</b>	Borough <b>Bronx</b>	School Number <b>69</b>
School Name <b>New Vision School</b>			

### B. Language Allocation Policy Team Composition

Principal <b>Sheila Durant</b>	Assistant Principal <b>Walter Galiano</b>
Coach <b>Rachel Etienne</b>	Coach <b>type here</b>
ESL Teacher <b>Claire McMahon</b>	Guidance Counselor <b>Ivonne Valdovinos</b>
Teacher/Subject Area <b>Miguel Acevedo/Elementary Edu</b>	Parent <b>Elena Vila</b>
Teacher/Subject Area <b>Jose Ballet/Technology</b>	Parent Coordinator <b>Donna Salerno</b>
Related Service Provider <b>Evelyn Torres</b>	Other <b>Marilyn Gleicher</b>
Network Leader <b>William Colavito</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers	<b>2</b>	Number of certified bilingual teachers	<b>1</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>1</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>611</b>	Total Number of ELLs	<b>81</b>	ELLs as share of total student population (%)	<b>13.26%</b>
------------------------------------	------------	----------------------	-----------	---	---------------

## Part II: ELL Identification Process

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

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

1) All parents of incoming students complete a Home Language Identification survey (HLIS) upon registering their children in school. The ESL coordinator administers and then reviews all the HLIS of incoming students. The HLIS is completed by the ESL coordinator and an OTELE determination is made. Together with the help of a translator, the coordinator conducts an informal oral interview in English and Spanish during registration. The translator holds a bilingual educator's license. If a student registers mid-year, the pupil personnel secretary notifies the ESL coordinator, who holds an ESL certification, to conduct the interview and administer the HLIS. The HLIS is made available in the preferred language of the parent or guardian. The original HLIS is placed in the student's cumulative and a copy is placed in a central location. Those students whose home language is determined to be other than English, based on this procedure, are given the LAB-R within 10 days of initial enrollment. The score achieved on the LAB-R, depending on the grade band the student is in, determines if the student is entitled to ESL services. The LAB-R is hand scored at the school to determine ELL status. Those Spanish-speaking students that are determined entitled to ESL services are given the Spanish LAB by a teacher holding a bilingual license.

Annual assessment and evaluations are administered each spring using the NYSESLAT. The NYSESLAT is given with two certified ESL teachers in the room at all times. During the first week of testing, the speaking portion of the test is administered to each student individually. During week two of the testing process, the students are arranged into small groups ranging from four to six students and are given the listening portion of the test. During week three of testing the students are given the reading and writing portions of the test in slightly larger groups of six to eight students.

2) Within ten school days of the student's initial registration, parents of identified ELL students are invited to attend a Parent Orientation to discuss their children's programming options with the two certified ESL teachers (Claire McMahon and Marilyn Gleicher) and a bilingual pedagogue, Jose Ballet. Parents are notified of this meeting in a letter that is sent home immediately after the child is identified as an ELL. Follow up phone calls are made to remind the parents of the meeting. At the meeting, a video issued by the Department of Education is shown detailing the three options that New York City makes available to ELLs. This video is presented in English and in the Native Language. Subsequently, the three program choices (free-standing ESL, Transitional Bilingual, and Dual Language) are explained thoroughly in both English and Spanish. Only after parents have completely understood the options open to their children are they asked to indicate their program of choice. Presently Free Standing ESL is offered at PS 69. If a parent chooses a bilingual or a dual language program, parents are then notified at the meeting as to the next steps if a bilingual program or a dual language program is the program of choice. Should a sufficient number of parents, 15 with students in contiguous grades, choose bilingual or dual language, then such a program will be implemented.

3) Entitlement letters are both mailed and sent home with the children. Parent Surveys and Program Selection Forms are completed by parents and returned to the school at the informational meeting described above. Those parents that do not attend the meeting are met with individually and shown the video distributed by the Department of Education outlining the ELL programs. The teacher notifies the parents of these individual meetings during Open School Night and/or at dismissal. The assistant principal and ESL staff review the Parent Survey and Program Selection Forms. After they are reviewed, the original is placed in the cumulative folders

and a copy is placed in a central location.

4) Parents at PS 69 have overwhelmingly chosen ESL as their program of choice for their children. If however, a parent does choose a transitional bilingual or dual language program, the ESL staff, parent coordinator, and principal make every effort to place the students in the program of choice. The principal contacts schools that have a bilingual or dual language program and makes every attempt to find placement for them. If 15 such parents with students in contiguous grades were to choose a dual language or a bilingual program then such a program will be implemented. Continued entitlement letters are sent to every student continuing in ESL. These letters are sent home in English and the home language.

5) After reviewing the Parent Survey and Program Selection forms for the past four years, and including this school year, parents of ELLs have overwhelmingly chosen ESL. Program Selection Forms show that 100% of parents have chosen free standing ESL. We presently offer an ESL only free standing program as per our ELL parents' choice. We offer this program as a push in/pull out model administered by certified ESL teachers in every grade.

6) Parent choice at PS 69 has always and consistently been for ESL only programs. We provide each and every identified and eligible child a combination push in/pull out program. Each program is tailored to the amount of time required for his/her level of proficiency. Presently, we are planning to move toward a total push in program. If 15 parents with children in contiguous grades were to choose a bilingual or dual language model, then such a program will be implemented.

## 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 #	
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	<input type="text"/>	0													
<b>Dual Language</b> <small>(50%:50%)</small>	<input type="text"/>	0													
<b>Freestanding ESL</b>															
<b>Self-Contained</b>	<input type="text"/>	0													
<b>Push-In</b>	<input type="text"/>	0													
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups

Number of ELLs by Subgroups					
All ELLs	81	Newcomers (ELLs receiving service 0-3 years)	57	Special Education	32
SIFE	4	ELLs receiving service 4-6 years	23	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	<input type="text"/>	<input type="text"/>	<input type="text"/>	0						
Dual Language	<input type="text"/>	<input type="text"/>	<input type="text"/>	0						
ESL	57	4	15	24	0	18	0	0	0	81
Total	57	4	15	24	0	18	0	0	0	81
Number of ELLs in a TBE program who are in alternate placement: <u>0</u>										

### 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	<input type="text"/>	0												
Chinese	<input type="text"/>	0												
Russian	<input type="text"/>	0												
Bengali	<input type="text"/>	0												
Urdu	<input type="text"/>	0												
Arabic	<input type="text"/>	0												
Haitian	<input type="text"/>	0												
French	<input type="text"/>	0												
Korean	<input type="text"/>	0												
Punjabi	<input type="text"/>	0												
Polish	<input type="text"/>	0												
Albanian	<input type="text"/>	0												
Yiddish	<input type="text"/>	0												
Other <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	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	EP																		
Spanish	<input type="text"/>																			
Chinese	<input type="text"/>																			
Russian	<input type="text"/>																			

**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																		
Korean	000	000	000	000	000	000	000	000	000	000	000	000	000	000	000	000	000	000	0	0
Haitian	000	000	000	000	000	000	000	000	000	000	000	000	000	000	000	000	000	000	0	0
French	000	000	000	000	000	000	000	000	000	000	000	000	000	000	000	000	000	000	0	0
Other	000	000	000	000	000	000	000	000	000	000	000	000	000	000	000	000	000	000	0	0
<b>TOTAL</b>	<b>0</b>																			

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

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

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish	000	000	000	000	000	000	000	000	0	0
Chinese	000	000	000	000	000	000	000	000	0	0
Russian	000	000	000	000	000	000	000	000	0	0
Korean	000	000	000	000	000	000	000	000	0	0
Haitian	000	000	000	000	000	000	000	000	0	0
French	000	000	000	000	000	000	000	000	0	0
Other	000	000	000	000	000	000	000	000	0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):       Number of third language speakers:

Ethnic breakdown of EPs (Number):  
 African-American:       Asian:       Hispanic/Latino:   
 Native American:       White (Non-Hispanic/Latino):       Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	9	18	14	5	15	14	000	000	000	000	000	000	000	75
Chinese	000	000	000	000	000	000	000	000	000	000	000	000	000	0
Russian	000	000	000	000	000	000	000	000	000	000	000	000	000	0
Bengali	000	000	000	000	000	000	000	000	000	000	000	000	000	0
Urdu	000	000	000	000	000	000	000	000	000	000	000	000	000	0
Arabic	000	000	1	000	000	000	000	000	000	000	000	000	000	1
Haitian	000	000	000	000	000	000	000	000	000	000	000	000	000	0
French	000	000	000	1	1	000	000	000	000	000	000	000	000	2
Korean	000	000	000	000	000	000	000	000	000	000	000	000	000	0
Punjabi	000	000	000	000	000	000	000	000	000	000	000	000	000	0
Polish	000	000	000	000	000	000	000	000	000	000	000	000	000	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
Albanian	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	<b>0</b>
Other	<b>1</b>	□□□	□□□	□□□	□□□	<b>2</b>	□□□	□□□	□□□	□□□	□□□	□□□	□□□	<b>3</b>
<b>TOTAL</b>	<b>10</b>	<b>18</b>	<b>15</b>	<b>6</b>	<b>16</b>	<b>16</b>	<b>0</b>	<b>81</b>						

## 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?

1a) Currently we are using a push in and pull out model. In pull out licensed ESL teachers meet with the children at the beginning and intermediate levels for 360 minutes per week. Those students at the advanced level are seen for 180 minutes a week in a pull out setting. The proficient level students are seen during extended day for transitional support in a pull out group. A pull out group of newcomers is formed to specifically provide intervention for those that are new to this country. As students gain confidence and progress in their English language skills we plan to transition them to a push in model. Our goal is to meet the linguistic needs of each individual student while moving to a complete push in model over the course of the school year. Classroom teachers and ELL specialists plan together for the instruction of ELL students. Instruction is based on a thematic approach driven by the topics that are part of the classroom curriculum. Students are seen in groups organized by English language proficiency level.

1b) The program models are ungraded, block, homogeneous grouping.

2) All ESL instruction, push in and pull out, is delivered by two certified ESL teachers.

2a) PS 69 presently has a free standing ESL only program model. Instructional minutes are delivered in pull out small groups and/or push in as per the proficiency level of each student. Student and teacher schedules reflect the mandated amount of time according to proficiency level. Beginning and intermediate students receive 360 minutes per week and advanced students receive 180 minutes per week of ESL and 180 minutes per week of ELA.

3) Content areas are delivered in English in the regular classroom. Classroom teachers are trained in ESL methodology and routinely apply same to their delivery. In consultation with classroom teachers, ESL teachers review and reinforce content instruction and use content materials in their language development approach. Various methodology and instructional approaches are used to engage and teach ELLs.

## A. Programming and Scheduling Information

This includes the SIOP model to deliver instruction and also the use of graphic organizers, realia, scaffolding, comprehensible input, picture dictionaries, additional literature, and accessing prior knowledge. Literature used in the ESL classroom includes Rigby, On Our Way to English and Mondo, Finding Out About uses literature in the content areas to reinforce content area instruction in the classroom. These programs offer science and social studies components that reinforce the curriculum that is taught in the classroom. NLA is not provided, as we presently do not have a bilingual or a dual language program.

4) Students that are deemed entitled to ESL programming after being administered the LAB-R and are Spanish speaking, are given the Spanish LAB. In addition, translated tests and translators are made available in the students' native language for math and science state exams. Oral interviews are also conducted in the native language at registration.

5a) SIFE students are placed into smaller pull out groups in order to meet their needs and provide appropriate intervention. These students work on text skills including reading, phonics, oral language development, listening and writing. The Rigby, On Our Way to English series provides Phonics Song Charts that aid students with letter sounds and word families. In the regular classroom setting, these students are given a buddy that speaks the native language and helps him/her and guides him/her in everyday classroom tasks. In addition, these students attend Saturday School in order to provide further intervention.

5b) Newcomer students are given additional support in Basic Interpersonal Communication Skills. These skills include speaking and conversational skills and also lessons in social studies about their new country. This is done in order to ease their integration into their new school, community, and country. This provides students with the skills necessary to communicate on a daily basis. The teacher also includes English Language Arts and math into the curriculum in order to ensure the students have the necessary vocabulary and abilities in order to successfully complete and pass the New York State ELA exam within one year of being in this country and all content area exams as well.

5c) ELLs receiving services 4 or more years are enrolled in pre- and post- school groups where they receive additional language, literacy and math support. In addition, a Saturday Academy program has been instituted for long term ELLs. This program provides small group instruction for those students that need additional help in ELA and math. ELL students who have not met the performance standards in listening receive additional support from the ESL teachers as part of the ESL block scheduling. This small group of students meet with the teacher for hour long sessions three days a week. The instructional focus is to teach the students active listening skills that allow them to listen for specific and important information that depends on the activity at hand. The certified ESL teacher works with the students on active listening skills through read aloud activities, a listening center with accountable activities, and listening games. During a read aloud, the teacher chooses a grade and language level appropriate book and reads it to the group. Throughout the reading an ongoing class discussion is going on in order to check for understanding and for details. The individual follow-up activity also provides for an assessment. The listening center is used with grade and language level appropriate books along with activities that are used as an assessment for the teacher to check for listening comprehension. The listening game "I Have, Who Has?" is played once a week in class. The students must actively listen in order to complete the game successfully. Without listening for information they cannot successfully participate in the game.

ELL students who have not met proficiency in writing receive additional support throughout the school day. The ESL certified teacher for 72 minutes, five days a week, services these students. The instructional focus during this time is for the students to successfully complete a piece of writing as per the rubric for the task. This includes complete sentences, correct punctuation, grammar and spelling, and clear paragraphs. These students show weakness in writing conventions and also in summary writing. The students also tend to leave out specific details in their writing pieces. The ESL teacher also works in conjunction with the classroom teacher to provide support and strategies for these students. Empire State NYSESLAT workbooks help guide the students with pre-writing, writing essays, using correct syntax and correcting sentences. Every classroom is also equipped with laptops that have the program WriteToLearn. Pearson's WriteToLearn has a built in dictionary and has the ability to read the passage to the student in order to facilitate better understanding for ELL students. The program acts like a personal tutor for writing and provides instant feedback. The students practice both summary writing and essay writing. The ESL reading program Rigby, On Our Way to English has a writing component that is very beneficial to the ESL students. The Writing Resource Guide that goes with every grade level, has established lessons and organizers that are a great resource and companion to the reading series. The graphic organizers that are part of the program makes writing and conventions accessible and easier to understand for the students that are struggling. This program is used 3 days a week as intervention for these students. Throughout the day the ESL teachers use different writing strategies learned in ongoing professional development such as writing prompts and brainstorming with graphic organizers in order to provide ideas. Students have punctuation charts and interactive word walls in order to provide aid with conventions and word choice. There are also exemplars for writing assignments in order to establish expectations. The ESL teacher also meets and plans with the classroom teachers in order to establish an action plan for these students to succeed.

5d) PS 69 currently provides a Saturday Academy and After School activities for Long Term ELLs to receive additional support in literacy

## A. Programming and Scheduling Information

and math. The instructional focus for these programs is for the students to be able to reach grade level proficiency in literacy and math. The Saturday Academy teachers work together with the certified ESL teacher to formulate an action plan for each student. The teachers work on reading and writing and math. The focus is on vocabulary, test taking strategies, and understanding approaches to problem solving. The After School program is taught by the classroom teachers in conjunction with the ESL teacher and provides intervention for the students that are at risk in math and ELA. Teachers use such books as Progress Coach: Math, Progress Coach: ELA, Buckle Down: Math, Rise and Shine Math and Rise and Shine ELA. These are used to fill in the knowledge gaps for those students that need extra support in ELA and math. They reinforce basic skills along with more complex topics.

6) Teachers of ELL-SWDs use many different strategies and techniques to ensure that the students have access to academic content and accelerate their English language development. Teachers employ such strategies such as the use of graphic organizers, visuals and frequent use of the SmartBoard in order to provide interactive and engaging lessons. For fourth and fifth graders, there is access to the laptop program Time2Know. This program allows for interactive, student centered lessons in ELA and math. The program PAF (Preventing Academic Failure), by Orton-Gillingham is an early intervention program for grades k-3 in reading, spelling and handwriting. Wilson is also used for the students that struggle in reading and writing.

7) PS 69 works towards placing ELL-SWDs in the least restrictive environment according to his/her needs. The staff works together to decide on the best placement for these students. If the student receives related services such as OT/PT, speech and language or SETTS, the teachers work together to create a schedule that allows for the student to adequately receive all services and be in class during necessary lessons. These teachers work and plan together in order to service the student's needs in English language development. These students are put into ESL groups that are comprised of SWDs and general education students. Some of these students are also mainstreamed into general education classes for particular subjects, as per their IEP.

□□□□□

### 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

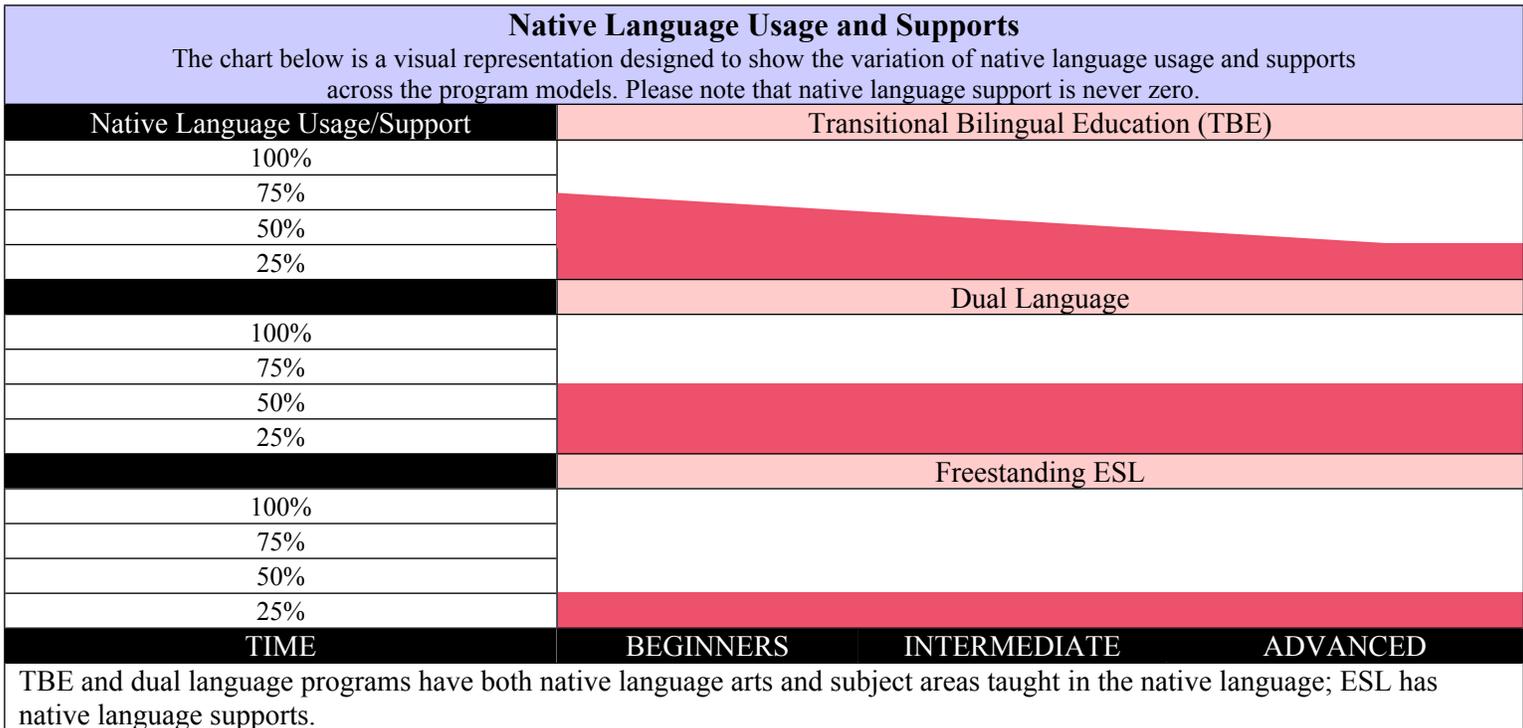
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	English Only			
Social Studies:	English Only			
Math:	English Only			
Science:	English Only			

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

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

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



## 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) Intervention programs for ELLs are offered in English, and Spanish where possible. These programs have adapted materials in a small group setting with access to the core curriculum. They include services delivered by the SETSS and the Morning Breakfast Club, After School Sessions and Saturday Academy. Content area intervention is targeted to the upper grades at all language levels. The ELLs from the first subgroup of 0-3 years of service, are given an instructional focus of literacy in order to provide the students with the phonics skills necessary to catch up to their English speaking peers. The Rigby, On Our Way to English phonics component is a great resource for these students. ELLs with 4-6 years of service and long term ELLs have an intense instructional focus on academic writing. These students are worked with on writing conventions and clearly conveying ideas through the use of graphic organizers, modeling, and mini-lessons.

9) Transitional support is delivered during Extended Day programs. The students work with the ESL certified teacher in a small group pull out setting in order to provide the students with individualized attention. Study skills and test prep are emphasized to help these students succeed on the myriad of standardized and content area tests they need to pass. Transitional ESL students are tested with the appropriate ESL accommodations. They are given time and a half with the directions read to them three times, a separate location, bilingual dictionaries and glossaries are provided, simultaneous use of English and Alternative Language Editions for NYS Content Area Exams and written responses in the native language with said exams. The listening selection on the NYS ELA is read aloud three times and oral translations are also provided for students with Lower-Incidence Languages.

10) We are trying to transition our delivery of services to a push-in only model. We have found however, that in some cases the pull-out model continues to benefit those children in need of focused individual attention.

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

12) All ELLs participate in all school programs. These include but are not limited to, After School Clubs, Special Assemblies and School Trips. In addition ELLs join the Breakfast Club, the After School Program and Saturday Academy for language and literacy development. ELLs are also encouraged to run for and participate in Student Council. On Friday afternoons all ELLs also participate Enrichment Clusters in.

13) Every classroom at PS 69 is equipped with SmartBoards, headphones, and student laptops. Every individual class also has a class website that is updated by teachers and students. Students in 4th and 5th grade participate in a student driven laptop program called Time2Know that supports literacy, math, social studies and science. WriteToLearn is a program utilized by 3rd grade that provides writing support for all students. This program provides instant feedback that can help ELLs discover next steps for their writing. The Waterford, Early Learning Program provides literacy support for kindergarten and first grade. This program provides the students with a reading program that also has a component that goes to the home. The students are able to bring a backpack of books home with them on a regular basis in order to bring about a home to school connection. The Everyday Math program is used for all grade levels in the school. This program provides the use of manipulatives that provide concrete examples for the ELL students. This program has spiraling approach that allows students to take a concept already learned and apply it into new concepts.

14) To the extent possible individual ELLs are "buddied up" with classmates of the same language background. Students have bilingual dictionaries available to them at all times during the day. The school library has a section dedicated to native language materials. The future

plan is to purchase Mondo Bookshop English/Spanish Classroom Libraries. This program pairs English books with Spanish adaptations in grades kindergarten through fifth. When necessary the aid of a native language speaking teacher is enlisted.

If Dual Language becomes necessary and available, the classes will be taught by an appropriately certified bilingual education teacher. The instructional time would be split into 50% English and 50% native language.

If the school were to have the correct number of ELLs in contiguous grades and the parent demand for a TBE, this program would be implemented with an appropriately certified bilingual teacher. The students would be taught in both Spanish and English with the beginner students being taught in English for 40% of the time and Spanish 60% of the time. The intermediate learners spend the instructional time with 50% English and 50% Spanish. This would transition to 75% of instructional time in English at the advanced level. If these programs were deemed necessary to be implemented, the materials to be used would be the Spanish component of Rigby. This is the Coleccion PM leveled reading library. This program would be used in addition to the Mondo Bookshop English/Spanish Classroom Libraries. This would provide native language support to our students.

15) All services, resources and materials correspond to ELLs ages and grade levels. The Rigby On Our Way to English leveled reading library is used for all grade levels at the school. The program contains appropriate books for the age and grade level of the students. The program covers content and ELA topics that correspond to the curriculum of that grade. The Phonics Song Charts that are part of the Rigby program, are also leveled and implemented according to grade level. The Mondo Now I Get It! series is leveled according to grade and includes listening, speaking, reading and writing. This series uses developmentally appropriate charts and graphic organizers to guide students in learning English.

16) PS 69 offers a summer enrichment program 4 days a week. All ELL students that have been identified prior to the beginning of the school year are encouraged to attend.

17) During Friday afternoon Enrichment Clusters both Italian and Spanish are offered to all students.

### **C. Schools with Dual Language Programs**

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

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 ESL certified teachers attend monthly network meetings as part of the Children's First Network 532. These meetings review policy, best practices and data analysis. These monthly meetings are planned for September 19<sup>th</sup>, October 13<sup>th</sup>, November 10<sup>th</sup>, December 5<sup>th</sup>, January 18<sup>th</sup>, February 6<sup>th</sup>, March 5<sup>th</sup>, April 2<sup>nd</sup> and June 20<sup>th</sup>. These teachers also regularly attend professional development meetings when offered through the Department of Education. The methods, techniques, current trends and research acquired there are then incorporated into school wide training for the entire staff, as everyone interfaces with ELLs on some level. There is school wide ESL training provided to the staff on a monthly basis delivered by the state certified ESL coordinator. This training will cover a range of topics up to and including vocabulary development, ESL reading and writing, scaffolding for ELLs, stages of oral language development and linguistic diversity. These meeting are held the third Monday of every month.

2) The teachers of our upper grades (4th and 5th) visit the middle schools that we feed. There they meet with the 6th grade teachers and administration to discuss the incoming students and how they can collaborate to ease the children's' transition to middle school. In the spring semester, 5th grade students visit the middle schools that we feed.

3) Certified ELL and special education teachers who have previously been trained, provide workshops on school half-days and staff development days to the entire staff. At the beginning of the year the ESL teacher meets with the classroom teachers of the ELL students to provide an orientation in order to familiarize the staff with ESL methodology, scheduling, assessment and testing procedures. The staff also attends monthly staff development meetings. The ESL teacher speaks about best practices during these meetings. Some of the topics covered include linguistic diversity, stages of ELL development, BICS and CALP, literacy for ELLs, scaffolding, ELL writing, academic vocabulary development, and best practices. These workshops meet at least the minimum 7.5 hours of training as mandated by the Jose P. legislation. There is also a meeting before the NYSESLAT is administered in order to familiarize the classroom teachers with the purpose and format of the test. Sign in sheets are maintained at every staff meeting and professional development session. These sign in sheets are kept in the main office.

□□□□□

## 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?

Paste response to questions 1-4 here

- 1) PS 69 has a strong PTA. Our meetings are heavily attended and they are conducted in both English and Spanish so that our ELL parents are comfortable and kept informed and involved in their children's education. Translation services are always made available. Every month, the principal conducts a meeting titled "Book and a Bagel." In this meeting the principal and parents discuss the book of the month that is read by every class in the school. Translators are always provided. On the last Friday of the month, the principal meets with the parents in an informal setting entitled "Coffee Talk." There is also a fall and a spring meeting for ELL parents to discuss the expectations of ELLs, promotional criteria, and the NYSESLAT and other state assessments, among other topics.
- 2) PS 69 partners with Capital One Bank in workshops with parents in order to provide financial literacy. Montefiore Hospital and Saint Barnabas Hospital partner with PS 69 to provide workshops on health education.
- 3) Upon registration the parent coordinator distributes a needs assessment for the parents. This is utilized to determine how PS 69 can best serve our parents. The survey asks parents how many children of theirs attend the school, what topics they would like to learn about, what talents they can contribute to the school, what time of day is it most convenient to attend meetings and workshops, and how the parent coordinator can make the meetings more enjoyable. The range of topics for workshops that are offered in the needs assessment survey are as follows: ARIS Parent Link, Learning Leaders, test preparation, good nutrition and healthcare, ways to feel comfortable conversing with teachers, discipline and conflicts at home, and how to help your child succeed academically, just to name a few. This needs assessment is offered in Spanish and English and all subsequent workshops have a translator available.
- 4) Based on the needs assessment, activities are formed for parents such as the Capital One Workshops. Monthly workshops are planned using this needs assessment.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	8	10	6	2	6	5	□□□	□□□	□□□	□□□	□□□	□□□	□□□	37
Intermediate(I)	0	4	4	2	2	2	□□□	□□□	□□□	□□□	□□□	□□□	□□□	14
Advanced (A)	2	4	5	2	8	9	□□□	□□□	□□□	□□□	□□□	□□□	□□□	30
Total	10	18	15	6	16	16	0	0	0	0	0	0	0	81

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

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	<b>P</b>	7	4	5	11	15	4	□□□	□□□	□□□	□□□	□□□	□□□	□□□
READING/ WRITING	<b>B</b>	13	4	4	7	5	2	□□□	□□□	□□□	□□□	□□□	□□□	□□□
	<b>I</b>	3	4	3	3	2	1	□□□	□□□	□□□	□□□	□□□	□□□	□□□
	<b>A</b>	0	6	3	7	7	5	□□□	□□□	□□□	□□□	□□□	□□□	□□□
	<b>P</b>	2	1	0	4	6	2	□□□	□□□	□□□	□□□	□□□	□□□	□□□

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	6	3	5	0	14
4	3	8	2	0	13
5	□□□	□□□	□□□	□□□	0
6	□□□	□□□	□□□	□□□	0
7	□□□	□□□	□□□	□□□	0
8	□□□	□□□	□□□	□□□	0
NYSAA Bilingual Spe Ed	□□□	□□□	□□□	□□□	0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2	2	7	0	6	0	0	0	17
4	1	1	7	0	4	0	1	0	14
5	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0
6	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0
7	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0
8	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0
NYSAA Bilingual Spe Ed	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	4	0	9	0	1	0	14
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

### 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.

Paste response to questions 1-6 here

1) PS 69 uses Fountas and Pinnel for grades kindergarten through 5th for literacy assessment. These results allow us to evaluate where our ELLs stand in regards to their English-speaking peers as well as charting their own individual progress. The students are assessed three times during the school year namely at the beginning, middle and end periods. Thus the school is provided with a benchmark by which we can assess progress as cohorts and individuals as the year goes on. This data helps the early childhood team (as well as the inquiry team) to capitalize on those areas of strength in determining thematic approaches to reading and to concentrate on the language and literacy needs of our ELLs. Previous New York State ELA exams are also used to gauge what level the students are at in literacy. The ESL teacher uses the Rigby, On Our Way to English literacy series to regularly assess the ELLs. The teacher follows the Yearly Assessment Calendar to assess letter recognition, phonics, reading, writing, comprehension, and oral skills. This provides the teacher where the students' strengths and weaknesses lie. The data also demonstrates progress.

2) It is clear from the modality review of the NYSESLAT that the vast majority of our ELLs have a good or advanced command of English listening and speaking and BICS (Basic Interpersonal Communication Skills). The progression in developing their language skills is shown by the number of students who score out or move from beginning to intermediate and advanced levels. Across the grades, the students excel in listening and speaking and need more reinforcement in reading and writing.

3) Across the NYSESLAT modalities it is clear that the students at PS 69 are well advanced in listening and speaking skills. In looking at the data patterns of the NYSESLAT and the LAB-R the instructional team is convinced that the thematic approach we are using is instrumental in developing English language skills in our ELLs. Emphasis is on reading and writing as shown by the results of the NYSESLAT and the needs of the students. This data drives instruction and helps the teachers to make decisions on what topics to teach and what interventions need to be implemented. This also allows the teachers and students to make goals for the next steps that students need to make in order to succeed academically.

4a) The patterns clearly confirm that our ELLs are succeeding in our program. The number of level 3s and 4s increases as the children progress from grade to grade. Students on all grade levels tend to perform at a higher rate on content exams as compared to the ELA. On the NYSESLAT, the listening and speaking parts demonstrate rapid progress within one year. Whereas, the reading and writing are in concert with the level of progression of the instructional program. The trend is evident across all grade levels that students are succeeding in getting proficient scores in listening and speaking and need intervention in order to succeed in scoring a proficient in reading and writing. SIFE students that took the NYS Math exam in their native language of Spanish performed at a lower level than their non-SIFE peers who took the exam in English.

4b) The ELL Periodic Assessment informs us of the progress of our ELLs in developing their English language skills. It makes clear what is working for these children and what needs modification. It helps us to customize our teaching to maximize the acquisition of English fluency across the modalities. This data drives the instruction of both the classroom and ESL teachers. In the most recent assessment, the data showed that the students needed intervention in their writing skills. This was then transferred to classroom instruction. The School Leadership Team reviews the results of the Periodic Assessment and determines how the teachers can best move the ELLs forward in academic progress. They determine where the teachers need to best focus their teaching, whether it is in listening and speaking or reading and writing. The team looks at the data and decides how to best serve the ELL population.

4c) The school learns that ELLs need more help and guidance when acquiring reading and writing skills and CALP (Cognitive Academic Language Proficiency). This assessment demonstrates to the teachers that academic writing can require more time to learn for ELL students. This accounts for the trend in writing scores that are lower than the listening and speaking scores.

5) N/A

6) Individual and cohort data analysis is used to assess progress and performance on a periodic and annual basis. Scoring out and advancing in the NYSESLAT and parent support and satisfaction with their child's growth is paramount in our model. When looking at the AMAO the School Leadership Team can see that the students across the grade levels show consistently advanced scores in listening and speaking. The reading and writing NYSESLAT scores show a slower growth, but growth as the student moves through the grades nonetheless.

### **Additional Information**

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

Paste additional information here

## Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sheila Durant	Principal		10/27/11
Walter Galiano	Assistant Principal		10/27/11
Donna Salerno	Parent Coordinator		10/27/11
Claire McMahon	ESL Teacher		10/27/11
Elena Vila	Parent		10/27/11
Miguel Acevedo / Elementary Ed	Teacher/Subject Area		10/27/11
Jose Ballet/ Technology	Teacher/Subject Area		10/27/11
Rachel Etienne	Coach		10/27/11
	Coach		
Ivonne Valdovinos	Guidance Counselor		10/27/11
William Colavito	Network Leader		10/27/11
Evelyn Torres	Other <u>Service Provider</u>		10/27/11
Marilyn Gleicher	Other <u>ESL Teacher</u>		10/27/11
	Other		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 08X69      **School Name:** New Vision School PS69

**Cluster:** 5      **Network:** CEI-PEA CFN 532

**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.

A Home Language Identification Survey is completed by every parent with the assistance of the ESL Coordinator and a bilingual translator. School notifications about all school activities and events are sent home to parents in both English and Spanish. The notifications are translated in house by a bilingual pedagogue.

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.

After reviewing the Home Language Identification Survey it was indicated to the school that most parents speak and read Spanish. Bilingual staff members are available at all times to translate for Spanish speaking parents. Communication between the school and the members of the community is always in both English and Spanish.

## Part B: Strategies and Activities

---

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

All correspondence with the school community is provided in both English and Spanish. Written communication is translated by a bilingual pedagogue. Once the written notice is translated, it is reviewed by another bilingual pedagogue in order to ensure accuracy. These translation services apply to both school wide notices and to notices to individual parents regarding a specific student.

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

Oral interpretation is available at the school at all times. This interpretation can be provided by any of the following bilingual school staff members: a pedagogue, secretary, school aids, guidance counselor and social worker.

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>.

Translators are available at all times. Parents have complete access to school information and activities. They have full access to information regarding their child's academic progress. Many school staff members speak Spanish and interpreters are provided for staff members that do not speak Spanish. All Parent Teacher Association meetings and workshops provided by the Parent Coordinator are conducted in both Spanish and English. Parents receive all school notices in their preferred language.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: <a href="#">PS69X Journey Prep</a>	DBN: <a href="#">08X069</a>
Cluster Leader: <a href="#">Deborah Maldonado</a>	Network Leader: <a href="#">Ben Soccodato</a>
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: <u>45</u>
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers: <u>1</u>

## 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: Analysis of available data indicates that our ELL population is in need of additional support in reading, writing and math skills. Our before school, extended day, and Saturday programs address these needs.

The ESL Strategies for Success in Mathematics Breakfast Club targets ELL students in grades three through five who take the state-wide mathematics test. There will be a total number of 32 students. The focus is on vocabulary, test taking strategies and understanding the approaches to problem solving. There is ongoing articulation between the classroom teacher and the math teacher. The program involves pre-testing, medial assessment and post-testing. Each student has a personal action plan, written by all the professionals who work with the student. Packets go home so that parents can work with their children. This program is offered January through April, Tuesdays and Wednesdays at 7:30 until 8:10AM. All instruction will be in English.

All ELL students in grades two through five who are in need of intervention are offered a Saturday Academy from November 10<sup>th</sup> until May 18<sup>th</sup>. The dates will include November 1<sup>st</sup>, 10<sup>th</sup>, 17<sup>th</sup>, December 1<sup>st</sup>, 8<sup>th</sup>, 15<sup>th</sup>, January 5<sup>th</sup>, 12<sup>th</sup>, 19<sup>th</sup>, 26<sup>th</sup>, February 2<sup>nd</sup>, 9<sup>th</sup>, March 2<sup>nd</sup>, 19<sup>th</sup>, 16<sup>th</sup>, April 6<sup>th</sup>, 13<sup>th</sup>, 20<sup>th</sup>, 27<sup>th</sup>, May 4<sup>th</sup>, 11<sup>th</sup>, and 18<sup>th</sup>. This includes a total of 23 sessions for three hours a session from 9:00AM to 12:00PM. ELL students are grouped in two groups, based on their proficiency level on the NYSESLAT. They are taught by an ESL certified teacher and a certified content area teacher. Through a hands-on approach students increase their speaking, listening, reading and writing skills through an increased exposure to vocabulary. A program titled Reach from National Geographic Learning will be used to support students in reading and writing. The program is research based and is designed specifically for ELL students. Reach works to increase vocabulary, reinforce academic language, and increase interest in reading. The students work from a practice book, a student book, on teamwork activities and on their school laptops. All instruction will be in English.

## 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: PS 69X will provide professional development to all staff members who have direct contact with ELL students. This will include, administrators, guidance personnel, classroom teachers and out of classroom teachers. The ELL teacher's goal is to make sure that the entire staff becomes involved and knowledgeable about educational issues and strategies regarding ELL students. All teachers and paraprofessionals have received professional development on the Language Allocation Policy. Teachers will continue to receive site based professional development throughout the course of the year with the ESL pedagogue. During grade level meetings every Thursday from 2:30 until 3:20 and

### Part C: Professional Development

on designated professional development days. Workshops are provided by the principal, assistant principal, literacy coach, math coach, literacy consultants and ESL pedagogue, during common planning and professional development days.

Book discussion groups will be formed in order to discuss and analyze the book *Strategies for Success with English Language Learners* by Virginia Pauline Rojas. Professional journals and articles will also be shared and discussed from various sources such as *Dialogue and Idiom* published by NYS TESOL and *TESOL Journal*. The strategies discussed in the literature will be implemented in the classroom. The effective strategies will be shared during the book groups, common prep time and during grade meeting in order to allow all ELLs to benefit from the best practices.

### 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: PS69X parent involvement will include a parent orientation session in September. The parents of all newly enrolled ELL students are invited to attend. Besides this orientation, parents of all ELL students are invited to workshops throughout the year. These workshops are given in both English and Spanish in order to allow for understanding by all parents and guardians. Parents are notified of these workshops through letters home, posted notices and an electronic sign in front of the school and a phone messaging system. The letters and the notices are sent home and posted in English and Spanish. The Parent Association also posts these workshops on the Parent Association bulletin board in the main hallway. The workshops are run by the Parent Coordinator and translated by a bilingual pedagogue. The workshops are held twice a month, every other Tuesday at 8:30AM for about an hour and a half. The focus of the workshops ranges from a five week series on the Common Core State Standards entitled How to Help Workshop Series. There are also parent workshops on Literacy through Finance and Stress Relief. Once a month there is a workshop for the parents of pre-kindergarten students that focuses on child development.

### Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"><li>• Per session</li><li>• Per diem</li></ul>		

**Part E: Budget**

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

Allocation Amount: \$

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