



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** PS 69 VINCENT D GRIPPO SCHOOL  
**DBN (i.e. 01M001):** 20K069  
**Principal:** JAYNEMARIE CAPETANAKIS  
**Principal Email:** [JCAPETA2@SCHOOLS.NYC.GOV](mailto:JCAPETA2@SCHOOLS.NYC.GOV)  
**Superintendent:** KARINA CONSTANTINO  
**Network Leader:** MICHAEL DANTONA

**School Leadership Team (SLT) Signature Page**

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Jaynemie Capetanakis	*Principal or Designee	
Anna Caligara	*UFT Chapter Leader or Designee	
Mildred Collado	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Lisa Fung-Fernandes	Member/ Staff	
Donna Pollari	Member/ Staff	
Shane Mullin	Member/ Staff	
Mimi Lin	Member/ Parent	
Jing Li	Member/ Parent	
Liz Hidalgo	Member/ Parent	
Marie Claire Achi	Member/ Parent	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed	
<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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 2014, all student subgroups in Grades 3-5 will improve in their ELA performance, as demonstrated by the number of Level 3 and 4 students, increasing by 5% as measured by the NYS ELA Assessment and the Fountas & Pinnell Benchmark Assessments, an indicator used for Measures of Student Learning (MOSL).

### 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.

- Based on 2012-2013 Progress Report, the school achieved 36.3% in Levels 3 and 4 which was 8.7% higher than the citywide average of 27.5% and 1.1% higher than the peer schools average of 35.2%.

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### A. Strategies/activities that encompass the needs of identified subgroups

- Literacy Block:** During this literacy block, teachers engage students in reading, writing, listening and speaking activities outlined in the ReadyGen curriculum which is aligned with the Common Core Learning Standards. Within each module, students are immersed in literacy skills and strategies from grade anchored texts supplemented by support texts. At the end of the each module, a performance task is administered and at the end of each unit, an assessment is given for vocabulary, writing and comprehension.
- Professional Development and Planning:** A 7-day cycle is used to maximize scheduling opportunities for staff and students. Within 7 days, teachers are provided with one professional development period with the Literacy Coach. Within the same 7 days, an additional day for literacy PD is provided for optional opportunities for guidance and planning. With each unit additional professional development is scheduled with the Literacy Coach to help teachers plan for lessons aligned with Common Core Learning Standards (based on the ReadyGen curriculum), differentiate instruction, score and analyze assessments, and determine next steps. Teachers determine the instructional needs of their students through the analysis of the performance tasks, the end of unit assessment, and informal observations. During grade meetings and professional development sessions they also use their knowledge of this analysis to formulate strategy groups.
- The Extended Day Program:** The extended-day program focuses on English Language Arts during one block. All students in the program were organized into small groups of no more than 10 students according to the lowest third of the class. During this time, teachers implement research based programs, such as Wilson Foundations, Soar to Success and Mondo. Instruction is differentiated according to the needs of the students and includes guided reading and strategy groups.
- Common Core Performance Tasks:** Every grade level, K through 5, will implement performance tasks at the end of each module unit in conjunction with the ReadyGen curriculum. This is part of a more rigorous expectation in English Language Arts as detailed in the Citywide Instructional Expectations.
- Tier I and Tier II interventions:** AIS teachers trained in Response to Intervention RTI and licensed special education teachers service students based on individual needs in collaboration with the classroom teacher. At this time, every child within the classroom is being serviced within a needs-based small group. Instruction takes the form of guided reading/strategy groups using non-fiction and fiction text sets as well as big books and word manipulatives. At the time of service, each service provider documents the strengths and challenges each student demonstrates in order to inform future planning.
- ELA after-school program:** Students who are in need of improvement, particularly students who achieved a Level 1 or 2 on the 2013 ELA State Assessment, will be invited to attend an afterschool tutorial each week. The focus will be placed on reading and test taking strategies and skills. Instruction is differentiated according to the needs of the students.

#### B. Key personnel and other resources used to implement each strategy/activity

- All teachers including the Literacy Coach, Data Specialist, Principal and Assistant Principal
- Principal, Assistant Principal, Literacy Coach
- All teachers on staff including the Literacy Coach, Data Specialist, Principal and Assistant Principal
- All teachers and support staff in grades K through 5
- AIS teachers, Literacy Coach, IEP Teacher, SETSS Teachers, Principal and Assistant Principal
- Principal, Assistant Principal, teachers who participate in the afterschool program, Literacy Coach

#### C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- All students in grades K-5 including general education students, students with disabilities and English Language Learners
- Teachers servicing the K-5 student population including general education students, students with disabilities and English Language Learners

3. All level 1 and 2 students in grades K-5 including general education students, students with disabilities and English Language Learners
4. All students in grades K-5 including general education students, students with disabilities and English Language Learners
5. Selected students in grades K-5 who are not serviced by SETSS teachers. Students are screened for RTI and if adequate progress is made, service is terminated after 8 weeks. As students are progressing, other students are rotated into the group.
6. Students in Grades 3 to 5 who are in need of improvement as determined by the NYS ELA exam including general education students, students with disabilities and English Language Learners

**D. Timeline for implementation and completion including start and end dates**

1. September 2013-June 2014
2. September 2013-June 2014
3. September 2013-June 2014
4. September 2013-June 2014
5. September 2013-June 2014
6. January 2014-April 2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. The literacy block is scheduled daily.
2. In addition to this, funds are set aside to provide blocks for unit planning. One period per cycle, each grade has professional development scheduled into their programs. One period per cycle for each grade is also carved out for the Literacy Coach to meet with teachers on an optional basis.
3. One 50-minute tutorial period per week focusing on English Language Arts.
4. Performance tasks are administered after completion of each module.
5. Flexible scheduling allows both Special Education licensed and AIS teachers to create groups based on need
6. Per session rates for teachers and paraprofessionals who participate in the after-school program. Students are organized into small groups where instruction will occur once a week for two hours.

**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).

- Parent Coordinator will schedule parent workshops to inform parents about DOE Common Core Performance Tasks which will be facilitated by the Literacy Coach and foreign language translators.
- ARIS parent link is available for all parents to review their children's test scores. Once each school year, during a PTA meeting, the Parent Coordinator and Data Specialist review how to access ARIS.
- Prior to the NYS ELA tests, parents have the opportunity to attend a meeting to review testing criteria, test structure, scoring policies, allocated time, and possible test modifications.
- Workshops explaining the literacy program are provided each school year. The Literacy Coach conducts a meeting regarding the newly implemented ReadyGen program. Questions regarding the literacy program are addressed.
- Each September, the parent handbook is copied and distributed to all students. Foreign translations are available.
- All monthly calendars, principal newsletters and informational fliers are translated into the dominant languages that support our 81.52% Chinese student population and 7.92% Hispanic student population.
- Additional support is provided by the DOE Translation Unit, if needed.
- The Office of Adult Education has partnered with P.S. 69 to provide onsite Adult English Classes on Tuesday, Wednesday and Thursday afternoons.
- The Office of Adult Education has partnered with P.S. 69 to provide onsite Adult English Classes Monday through Friday mornings.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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**Goal and Action Plan #2**

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 2014, all student subgroups will improve in their Mathematics performance, as demonstrated by the number of Level 3 and 4 students, increasing by 5% as measured by the NYS Mathematics Assessment and locally-selected periodic mathematics assessments.

**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.

- Based on 2013 Common Core Mathematics State results, the school achieved 57.4% in Levels 3 and 4 which was 25.1% higher than the citywide average of 32.3% and 8.8% higher than the peer schools average of 48.6%.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

- Math AIS:** Approximately once a week, at-risk student receive additional, differentiated instruction via at-risk resource room support based on mathematics assessments. Each unit of study is based on the demands of the Common Core Learning Standards in mathematics with an emphasis on problem solving strategies.
- Math Block- Implementation of GO Math!:** We are implementing a Common Core based mathematics program by Houghton Mifflin Harcourt. The program is implemented in all grade levels. The purpose for changing math programs is to meet the demands of the Common Core Learning Standards in mathematics, particularly to deepen the understanding and students' ability to demonstrate conceptual understanding.
- Common Core Performance Tasks:** Every grade level, K through 5, will implement units of study that will culminate with the Go Math! NY Performance Task. This will ensure that the students will be able to accomplish more rigorous tasks in mathematics.
- The Extended Day Program:** The extended-day program focuses on Mathematics during one block. All students in the program were organized into small groups of no more than 10 students according to the lowest third of the class. During this time, teachers implement materials included in the Go Math! curriculum such as Intensive Intervention, Enrich, Reteach, and Strategic Intervention. Instruction is differentiated according to the needs of the students.
- Professional Development and Planning:** Throughout the school year, professional development in mathematics is offered to the classroom teachers and support staff, with a focus on differentiated instruction, Common Core Learning Standards, and the implementation of the GO Math! program. The Math Coach meets with grade level teachers and support staff for planning.
- Math after-school program:** Students who are in need of improvement, particularly students who achieved a Level 1 or 2 on the NYS Mathematics Assessment, will be invited to attend an afterschool tutorial each week. The focus will be placed on mathematics and test taking strategies and skills. Instruction is differentiated according to the needs of the students.

**B. Key personnel and other resources used to implement each strategy/activity**

- SETSS teachers
- All classroom teachers in grades K-5 as well as Math AIS teachers, SETSS teachers, Math Coach
- All teachers and support staff in grades K through 5
- All teachers on staff including the Math Coach, Data Specialist, Principal and Assistant Principal
- Principal, Assistant Principal, Literacy Coach
- Principal, Assistant Principal, Math Coach, teachers who participate in the after-school program, secretary

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- All at-risk students in grades K through 5 including general education students, Students with Disabilities and English Language Learners
- All students in grades K through 5 including general education students, Students with Disabilities and English Language Learners
- All students in grades K through 5 including general education students, Students with Disabilities and English Language Learners
- All level 1 and 2 students in grades K-5 including general education students, students with disabilities and English Language Learners
- All classroom teachers, Math Coach, Data Specialist, Math AIS teachers, paraprofessionals, and SETSS teachers
- Students in grades 3, 4, and 5 who are performing below grade standards or approaching grade standards

**D. Timeline for implementation and completion including start and end dates**

- September 2013-June 2014
- September 2013-June 2014

3. September 2013-June 2014
4. September 2013-June 2014
5. September 2013-June 2014
6. January 2014-April 2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Each week, one to two periods of math is devoted to AIS to allow for small group instruction in Common Core Learning Standards.
2. The math program is blocked by grade level. During the block the children are immersed in mathematics instruction.
3. Performance tasks are administered after completion of each chapter. During inquiry periods occurring once a week, teachers will analyze student assessments using the associated rubric to evaluate the student's work.
4. One 50-minute tutorial period per week focusing on Mathematics.
5. Time is allocated for planning units of study. The Math Coach meets with teachers for unit planning once every 7 days during scheduled and optional professional development periods.
6. Per session rates for teachers and paraprofessionals who participate in the after-school program. Students are organized into small groups where instruction will occur once a week for two hours.

**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).

- Parent Coordinator will schedule parent workshops to inform parents about DOE Common Core Performance Tasks which will be facilitated by Math Coach and foreign language translators.
- ARIS parent link is available for all parents to review their children's test scores. Once each school year, during a PTA meeting, the Parent Coordinator and Data Specialist review how to access ARIS.
- Prior to NYS Math tests, parents have the opportunity to attend a meeting to review testing criteria, test structure, scoring policies, allocated time, and possible test modifications.
- Workshops explaining the math program are provided each school year. The Math Coach conducts a meeting regarding the newly implemented GO Math! program. Questions regarding the math program are addressed. Parents will be trained on the new methods of problem solving as reflected in the CCLS.
- Each September, the parent handbook is copied and distributed to all students. Foreign translations are available.
- All monthly calendars, principal newsletters and informational fliers are translated into the dominant languages that support our 81.52% Chinese student population and 7.92% Hispanic student population.
- Additional support is provided by the DOE Translation Unit, if needed.
- The Office of Adult Education has partnered with P.S. 69 to provide onsite Adult English Classes on Tuesday, Wednesday and Thursday afternoons.
- The Office of Adult Education has partnered with P.S. 69 to provide onsite Adult English Classes Monday through Friday mornings.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #3**

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

**Annual Goal #3**

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

By June 2014, the Students with Disabilities subgroup will increase by 5% at the 75% growth percentile in English as indicated by the 2013-2014 Progress Report. By June 2014, the Students with Disabilities subgroup will increase by 5% at Level 3 or 4 on the NYS Mathematics Assessment as indicated by the 2013-2014 Progress Report.

**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.

- Based on the 2012-2013 Progress Report, 60.9% of self-contained and SETSS students scored at the 75<sup>th</sup> growth percentile or higher in English Language Arts.
- Based on the 2012-2013 Progress Report, 24.5% of self-contained and SETSS students performed at Level 3 or 4 on the NYS Mathematics Assessment.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

1. **Resources:** Wilson Foundations, and Explode the Code books are used to complement our Orton Gillingham Word Study approach. Words Their Way books are used for sorting activities. Non-fiction Info Pairs books are used to support the Common Core and non-fiction units of study. To support the testing as a genre unit, teachers supplement mini lessons with high interest/low-level readability nonfiction skills books and Everyday Comprehension Activities. Reading A-Z and Raz-Kids provides on-line leveled readers with comprehension strategies and skills. MobyMax. I-Ready
2. **Professional Development and Planning:** On a voluntary basis, all self-contained special education classroom teachers are invited to meet with the Literacy and Math Coaches to plan for differentiation of lessons for the literacy and math block. Ongoing professional development is provided to support the needs of every classroom, through participation in CFN network study groups and workshops, including specific meetings toward the Common Core Learning Standards and DOE workshops.
3. **Differentiation:** Teachers work collaboratively to create small guided groups within the classroom where students are taught on their instructional reading and math levels. This support will increase the number of students reading on level and will support them in gaining strategies for reading as well as self-monitoring their comprehension. This support will increase the number of students performing on level and support them in gaining strategies for math.
4. **The Extended-Day Program:** The extended-day program, 50 minute tutorial program, that runs two days a week, focuses on English Language Arts and Mathematics. All students with disabilities are mandated to attend the program. It is organized into small groups of no more than 5 students. During this time, teachers implement research based programs including Recipe for Reading and Explode the Code supplemented with materials from Foundations.
5. **Three SETSS positions and 1 IEP Teacher:** To increase support given to Students With Disabilities, three full time SETSS teachers support students who are mandated as well as at risk for resource room. Through a push in/pull out program the teachers utilize the OG Approach. Also the research based SRA Early Reading Intervention Program, Quick Reads, Recipe to Reading, and Great Source Day Book of Critical Reading and Writing, are used to support students in the area of reading and writing development. Support in mathematics is provided through components of the Go Math! Program (specifically Reteach, Strategic Intervention, and Intensive Intervention) and the on-line component of New York Ready.
6. **ELA/Math after-school program:** Students who are in need of improvement, particularly students who achieved a Level 1 or 2 on the 2013 ELA/Math State Assessment, will be invited to attend an afterschool tutorial each week. The focus will on test taking strategies and skills for reading and mathematics. Instruction is differentiated according to the needs of the students.

#### **B. Key personnel and other resources used to implement each strategy/activity**

1. Literacy Coach, classroom teachers, SETSS teachers, AIS teachers
2. Literacy Coach, self-contained teachers, SETSS teachers, Principal and Assistant Principal
3. Special education teachers, Assistant Principal, Principal
4. Literacy Coach, special education teachers
5. SETSS Teachers, Principal, Assistant Principal
6. Principal, Assistant Principal, Math Coach, Literacy Coach, teachers who participate in the after-school program, secretary

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Students with disabilities throughout the school are the target population
2. Self-contained classroom teachers, SETSS teachers, AIS teachers
3. Students With disabilities, special education teachers
4. Students with disabilities, special education teachers, Assistant Principal, Principal
5. Students with disabilities
6. Selected students with disabilities in grades 3-5

#### **D. Timeline for implementation and completion including start and end dates**

1. September 2013-June 2014
2. September 2013-June 2014
3. September 2013-June 2014
4. September 2013-June 2014
5. September 2013-June 2014

6. January 2014-April 2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. During faculty grade meeting, teachers and administration discuss materials and resources to support in reaching their special needs students.
2. Teachers plan and discuss units and strategies to meet the needs of their students.
3. Teachers use common preparation time to review assessments to plan for small group instruction.
4. Based on the assessments, teachers decide on the needs of their students and plan their small group work accordingly.
5. During PPT Meetings students who are a concern are discussed and appropriate services for that child are decided upon.
6. Per session rates for teachers and paraprofessionals who participate in the after-school program. Students are organized into small groups where instruction will occur each week.

**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).

- Parent Coordinator will schedule parent workshops to inform parents about DOE Common Core Performance Tasks which will be facilitated by the Literacy Coach, the Math Coach and foreign language translators.
- Parent Coordinator will schedule parent workshops to inform parents about how to support the student at home with academic, social emotional and behavioral development which will be facilitated by the guidance counselor, School Based Support Team and AIS teachers.
- ARIS parent link is available for all parents to review their children's test scores. Once each school year, during a PTA meeting, the Parent Coordinator and Data Specialist review how to access ARIS.
- Prior to the NYS ELA and Math tests, parents have the opportunity to attend a meeting to review testing criteria, test structure, scoring policies, allocated time, and possible test modifications.
- Workshops explaining the literacy and math program are provided each school year. The Literacy Coach conducts a meeting regarding the newly implemented ReadyGen program. The Math Coach conducts a meeting regarding the newly implemented Go Math! Program. Questions regarding the literacy and math program are addressed.
- Each September, the parent handbook is copied and distributed to all students. Foreign translations are available.
- All monthly calendars, principal newsletters and informational fliers are translated into the dominant languages that support our 81.52% Chinese student population and 7.92% Hispanic student population.
- Additional support is provided by the DOE Translation Unit, if needed.
- The Office of Adult Education has partnered with P.S. 69 to provide onsite Adult English Classes on Tuesday, Wednesday and Thursday afternoons.
- The Office of Adult Education has partnered with P.S. 69 to provide onsite Adult English Classes Monday through Friday mornings.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											

**Goal and Action Plan #4**

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.

By June 2014, the number of English Language Learners in Grades K-5 will increase two reading levels as measured by the Fountas & Pinnell reading assessments.

**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.

- Based on the 2012-2013 Progress Report, 67.8% of English Language Learners scored at the 75<sup>th</sup> growth percentile or higher in English Language Arts.
- Based on the 2012-2013 Progress Report, 65.3% of English Language Learners showed progress.
- According to the 2013 NYSESLAT school-wide results, 13.3% scored at Beginning, 23.2% scored at Intermediate, 44.1% scored at Advanced and 19.55% scored at Proficient.

## ***Instructional Strategies/Activities***

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

### **A. Strategies/activities that encompass the needs of identified subgroups**

1. ELL Instruction and Bilingual Programs: ESL teachers utilize a blend of push-in and pull-out instruction to all English Language Learners in kindergarten through fifth grade classrooms to offer support in literacy and content areas to meet their state requirements of 360 minutes of weekly instruction for Beginner and Intermediate students and 180 minutes for Advanced students. Currently there are nine full time ELL teachers to provide instruction to the ELL students and they differentiate their small group instruction based on NYSESLAT results. There is one self-contained ELL class in kindergarten. Three Bilingual classes in grades K, 1 and 2 foster language development and early literacy skills through native language arts instruction. Bilingual teachers implement Native Language Arts aligned with the Common Core Learning Standards in the content areas.
2. Literacy Block: During this literacy block, teachers engage students in reading, writing, listening and speaking activities outlined in the ReadyGen curriculum which is aligned with the Common Core Learning Standards. Within each module, students read from grade anchored texts supplemented by support texts. At the end of the each module, a performance task is administered.
3. Word Study: Particular attention is paid to vocabulary development for English Language Learners as a vehicle for improved comprehension. Word study including phonemic awareness is developed by utilizing the Orton Gillingham approach. Throughout the school year the Fountas & Pinnell Word List Inventory is administered to all students. Based on the results from this assessment, the students are grouped according to their word study level and a specific instruction is provided to each group of students based on their needs. One period daily is devoted to word study in every teacher's program.
4. ELA/Math After-school Program for ELL students: An after-school program is offered to students in need of improvement in Grades 3, 4, and 5 to prepare for the ELA and math exam by grouping students according to their proficiency levels. The math program focuses on vocabulary, questioning, word problems, and written explanations.
5. Professional Development and Planning: ESL teacher led workshops will be incorporated into ongoing grade level professional development to share best practices. Ongoing professional development is provided to support the needs of every classroom, through participation in CFN network study groups and workshops, including specific meetings toward the Common Core Learning Standards for ELL students and DOE workshops. ELL teachers support and instruct a "Testing as a Genre" unit of study implemented in grades 3, 4 and 5 as an instructional theme based ELA preparation. Throughout the year, bilingual and ESL teachers attend workshops that support implementation of the Common Core Learning Standards through reading and writing in the non-fiction genre. Bilingual and ESL teachers attend workshops, from the Office of English Language Learners (OELL), such as "Unpacking the NYSESLAT for instruction" in which teachers identify the components of the NYSESLAT and design effective instruction.
6. The Extended Day Program: The extended-day program focuses on English Language Arts. All students in the program are organized into small groups of no more than 10 students according to the lowest third of the class. During this time, teachers implement research based program called Pearson Longman Cornerstone Phonics which incorporates word study, reading and writing. Instruction is differentiated according to the needs of the students.
7. Language Acquisition: Once a week students in targeted grades will be receiving additional music, arts and drama instruction with a strong literacy component provided by Arts Connection, TADA! and Studio in a School. Instructors from these programs collaborate with classroom teachers to build students' proficiency in language, vocabulary, and music development, as well as self-confidence.

### **B. Key personnel and other resources used to implement each strategy/activity**

1. Principal, Assistant Principal, nine full-time ESL teachers, bilingual teachers
2. Principal, Assistant Principal, nine full-time ESL teachers, bilingual teachers, all classroom teachers
3. Principal, Assistant Principal, ESL and Bilingual teachers who participate in the after-school program, secretary
4. Principal, Assistant Principal, nine full-time ESL teachers, bilingual teachers, all classroom teachers
5. Principal, Assistant Principal, nine full-time ESL teachers, bilingual teachers
6. Principal, Assistant Principal, nine full-time ESL teachers, bilingual teachers, all classroom teachers
7. Principal, Assistant Principal, classroom teachers, ESL teachers, Arts Connection instructors

### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. All ELL students in grades K through 5, including students with disabilities
2. All ELL students in grades K through 5, including students with disabilities
3. All ELL students in grades 3 through 5, including students with disabilities
4. All ELL students in grades 3 through 5, including students with disabilities
5. All ELL students in grades K through 5, including students with disabilities

6. All ELL students in grades K through 5, including students with disabilities

7. Students in grades K, 1 and 5, including bilingual students in grades K-2

**D. Timeline for implementation and completion including start and end dates**

1. September 2013-June 2014

2. September 2013-June 2014

3. September 2013-June 2014

4. January 2014-April 2014

5. September 2013-June 2014

6. September 2013-June 2014

7. October 2013-June 2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. The comprehensive literacy program for grades K-5 is organized into a daily block of time. During this block the students are immersed in one period for word study, one period for reading and one period for writing, where they are taught specific skills and strategies by their classroom teachers. The cycle allows ESL teachers to work alongside each classroom teacher to provide small group differentiated instruction for the entire class including ELLs. Consumable instructional materials, specifically from Words Their Way, Orton Gillingham, Pearson Longman Cornerstone Phonics, and ReadyGen Phonics, for use during the regular school day and extended day programs. Supplies needed to facilitate lessons, including paper for copies.

2. Consumable instructional materials from Fountas & Pinnell.

3. Per session rate for teachers and paraprofessionals who participate in after-school program. Consumable instructional materials

4. Based on teacher feedback, time is provided to allow for more common preps and additional assistance in providing literacy support to meet the various student learning needs and size of classes. Teachers analyze student work using Pearson Longman Cornerstone Assessments and ReadyGen end of unit assessments

5. Based on teacher feedback, common preps are scheduled to provide literacy support to meet the various student learning needs.

6. Per session rates for teachers and paraprofessionals who participate in the after-school program. Students are organized into small groups where instruction will occur each week.

7. Students in two fifth-grade classrooms will be participants in a Musical Theater Writing Residency facilitated by instructors from TADA!. Students in four fifth-grade classrooms will be participants in the English Language Learning through the Arts Residency facilitated by instructors from TADA! Kindergarten and self-contained bilingual students will be receiving additional music instruction from two instructors from Arts Connection to build on their language, vocabulary and music development. Students in first grade will be receiving additional literacy through visual arts instruction from a Studio in a School artist/instructor.

**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).

- Provide professional development workshops for parents in collaboration with the Parent Coordinator, Literacy Coach and Data Specialist in such topics such as: literacy expectations for students in each grade, Common Core Learning Standards for literacy, DOE Common Core Performance Tasks, the components of the NY State ELA exam and test taking skills.
- ARIS parent link is available for all parents to review their children's test scores. Once each school year, during a PTA meeting, the Parent Coordinator and Data Specialist review how to access ARIS.
- All monthly calendars, principal newsletters and informational fliers are translated into the dominant languages that support our 81.52% Chinese student population and 7.92% Hispanic student population.
- Additional support is provided by the DOE Translation Unit, if needed.
- Each September, the parent handbook is copied and distributed to all students. Foreign translations are available.
- The Office of Adult Education has partnered with P.S. 69 to provide onsite Adult English Classes on Tuesday, Wednesday and Thursday afternoons.
- The Office of Adult Education has partnered with P.S. 69 to provide onsite Adult English Classes Monday through Friday mornings.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>	<b>X</b>	<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

## Goal and Action Plan #5

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.

NA

### **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.

NA

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

1. NA

#### **B. Key personnel and other resources used to implement each strategy/activity**

1. NA

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. NA

#### **D. Timeline for implementation and completion including start and end dates**

1. NA

#### **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. NA

### **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).

NA

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

NA	Tax Levy	NA	Title IA	NA	Title IIA	NA	Title III	NA	Set Aside	NA	Grants
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List any additional fund sources your school is using to support the instructional goal below.

NA

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Orton Gillingham; Wilson; Response to Intervention (RTI); i-Ready; Guided Reading and Strategy Grouping; Fountas & Pinnell Assessments, Extended Day	Small group, one-to-one, whole class	During the school day
<b>Mathematics</b>	AIS, Envision Math, Go Math!, Extended Day	Small group, one-to-one, whole class	During the school day
<b>Science</b>	AIS within the content areas is provided in conjunction with the ELA AIS periods as part of the non-fiction unit.	Small group, one-to-one, whole class	During the school day
<b>Social Studies</b>	AIS within the content areas is provided in conjunction with the ELA AIS periods as part of the non-fiction unit.	Small group, one-to-one, whole class	During the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Appropriate socialization, Anger Management, Respecting Parents, Organization and Test Taking Anxiety, Appropriately Expressing Emotions, Respect for All, Bullying, Coping Strategies	Small group, one-to-one, whole class	During the school day

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> <li>• Administrative staff uses DOE New Teacher Finder to recruit highly-qualified teachers when needed.</li> <li>• Mentors, Literacy Coach and Math Coach are assigned to support new or struggling teachers.</li> <li>• All teachers are highly qualified as verified by the network's HR person to ensure that the teacher holds valid NYS certification in the license area. The BEDS survey is reviewed by the HR person who works with our school to ensure that teacher assignments are aligned with license areas.</li> </ul>

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> <li>• On-going Professional Development in literacy is offered by the Literacy Coach throughout the school year to all grade levels with focus on comprehension, building vocabulary, word study and the rigor embedded in the Common Core Learning Standards performance tasks.</li> <li>• On-going Professional Development in mathematics is offered by the Math Coach throughout the school year to all grade levels with focus on the GO Math! methodology of teaching mathematics and the rigor embedded in the Go Math! NY Performance Task.</li> </ul>

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
As a Title I School Wide Program school, Conceptual Consolidation will allow us to combine Federal, State, and/or local funds such as Fair Student Funding (Tax Levy), Title I, Title IIA, Title III, ARRA RTTT, Contract for Excellence, and human resources to implement this action plan from September 2013 to June 2014 as indicated below: <ul style="list-style-type: none"> <li>• Full-time intervention teachers and special education licensed teachers to provide support to students in literacy and mathematics, to provide support for at-risk students, and to supplement classroom instruction through small groups</li> <li>• A Math Coach, Literacy Coach and Data Specialist to support staff and lead professional development</li> <li>• Professional instructional materials to support curriculum development during the regular school day</li> <li>• Consumable instructional materials, textbooks and software for use during the regular school day, extended day and afterschool</li> <li>• Supplies needed to facilitate goals, including paper for copies</li> <li>• Teacher, supervisor and secretary per session (2 days per week) for afterschool programs</li> <li>• Teacher per session for translation of documents sent to families, as needed from September to June</li> <li>• Professional services from CFN</li> </ul>

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
While there is no Pre-Kindergarten program at the school, prospective families receive a packet over the summer to prepare for Kindergarten. Upon request, parents can also tour the school. There is a Parent Orientation meeting in September. Parents

are invited to meet with the teachers to learn about school/classroom routines and the curriculum. The Parent Coordinator and PTA host a welcome meeting and workshops. Monthly letters from the principal and calendars are translated and sent home to facilitate communication and make families feel more welcome. The SBST and IEP teacher reach out to families to continue Early Intervention services for students with IEP.

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teachers meet as teams to plan for and reflect upon each unit assessment and performance task in reading, writing and mathematics. Results of the assessments are used to drive instruction for whole group, small group and at-risk services, as needed.

Members of the MOSL (Measures of Student Learning) team, which includes the UFT chair, Principal and several teachers, met in June 2013 to review and select the State and Local assessments and measures to use for teacher evaluation. The MOSL selections were presented during the September 2013 faculty meeting.

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

NA

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

NA

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required 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.

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**Parent Involvement Policy (PIP) Template**

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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

**I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

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

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

## **III. Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District <b>20</b>	Borough <b>Brooklyn</b>	School Number <b>069</b>
School Name <b>Vincent D. Grippo</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>J. Capetanakis</b>	Assistant Principal <b>J. Yenzer</b>
Coach	Coach <b>type here</b>
ESL Teacher <b>M. Wong</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>V. Valenti/ESL</b>	Parent <b>M.Lin</b>
Teacher/Subject Area <b>Y. Huang/ Bilingual</b>	Parent Coordinator <b>P. Coluccio</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</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 currently teaching in the ESL program.	<b>8</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>1</b>	Number of teachers who hold both content area and ESL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>3</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>1</b>	Number of special education teachers with bilingual extensions	<b>1</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>868</b>	Total number of ELLs	<b>445</b>	ELLs as share of total student population (%)	<b>51.27%</b>
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## Part II: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

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

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

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Chinese
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>	1	1	1	0	0	0								3
<b>Dual Language</b> <small>(50%:50%)</small>	0	0	0	0	0	0								0
<b>Freestanding ESL</b>														
Push-In	3	4	4	5	5	6								27
self-contained	1	0	0	0	0	0								1
<b>Total</b>	5	5	5	5	5	6	0	0	0	0	0	0	0	31

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	445	Newcomers (ELLs receiving service 0-3 years)	431	ELL Students with Disabilities	51
SIFE	2	ELLs receiving service 4-6 years	53	Long-Term (completed 6+ years)	18

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	84	0	3	0	0	0				84
Dual Language	0	0	0	0	0	0				0
ESL	308	2	39	53	0	9			1	361
Total	392	2	42	53	0	9	0	0	1	445

Number of ELLs who have an alternate placement paraprofessional: 3

### 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
Chinese	25	32	27											84
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	<b>25</b>	<b>32</b>	<b>27</b>	<b>0</b>	<b>84</b>									

\*EP=English proficient student

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																		
SELECT ONE	0																		0	0
SELECT ONE	0																		0	0
SELECT ONE	0																		0	0
<b>TOTAL</b>	<b>0</b>																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	3	4	3	1	2								16
Chinese	53	62	59	54	51	36								315
Russian					1									1
Bengali														0
Urdu	1			2	2									5
Arabic	2	4	3	1	8	2								20
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			1			1								2
<b>TOTAL</b>	59	69	67	60	63	41	0	0	0	0	0	0	0	359

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**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)	65	28	17	15	12	11								148

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)		29	33	7	21	14				0				104
Advanced (A)	19	51	44	44	31	16								205
Total	84	108	94	66	64	41	0	0	0	0	0	0	0	457

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	28	23	1	0	52
4	21	11	3	0	35
5	22	17	10	0	49
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	10	4	18	3	18	3	2	3	61
4	5	4	9	8	4	3	2	1	36
5	13	5	12	2	14	1	4	0	51
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	1	5	3	12	7	5	3	36
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
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								

## 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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

The assessment tool we use for our ELL learners at PS69 is Fountas and Pinnell. There are different components, such as word identification, letter and sound correspondences, and independent reading levels. Reading behaviors are noticed, recorded and assessed for levels. There is also a small writing component. Fountas and Pinnell assessments help the schools instructional plan to target each learners reading strengths and weaknesses to differentiate teaching in the classroom.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
The data patterns reveal that ELLs taking the NYSESLAT are making great gains from each proficiency level. There are increases in levels from beginner, intermediate, advanced and proficient. 19.55% of ELLs who took the spring 2013 NYSESLAT were proficient. 44.1% were advanced, 23.2% were intermediate and 13.3% were beginners. Many of the ELLs have moved to the advanced levels of ESL acquisition. Data patterns across grades K-5 also reveal that ELLs increase by ESL level within 3-5 years, indicating that the students are making substantial gains in English proficiency.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The RNMR report for NYSESLAT modalities are not available at this time for data analysis.

4. For each program, answer the following:
  - a. 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?
    - a. ELL students 3-5 who took the spring 2013 NYS Math test in their native language did not score any higher than students that took the test in English. Patterns show that newcomers choose the exam in their native language and as their language proficiency levels increase, they choose the exam in English. Patterns were similar for the science test.

After analyzing the results of the NYS ELA spring 2013 exam we concluded the following: ELL students taking the test scored lower than the English proficient students and former ELLs. 13.2% of ELLs in grades 3, 4, 5 scored levels 3 and 4 on the spring 2013 ELA exam. 42.8 % of ELLs in grades 3,4,5 scored levels 3 and 4 on the Spring 2013 Mathematics exam. Former ELLs exceeded English Proficient students in both ELA and Mathematics exams for Spring 2013. For ELA, 56.7% of former ELLs scored at a level 3 or 4. For Mathematics, 84.2% of former ELLs scored at a level 3 or 4.

b. NA

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Our school uses various assessment as a guide for instruction for ELLs within the RTI framework. Students are provided with increasingly intensive intervention instruction targeted to match their learning needs as demonstrated by performance on periodically administered assessment. The universal screening for students participating in RTI is used as a baseline according to the following; Fountas and Pinnell assessments are used to identify the students' reading levels. Running records are used to track reading progress. For mathematics, the end of unit classroom tests are analyzed to plan for instruction. The Reading and Mathematics Periodic Assessments are also used to identify specific skills for both literacy and math instruction. All of these multiple sources of assessments guide strong core instruction and planning by the Academic Intervention Services. Progress monitoring informs how at risk students are responding to this instruction. All students, including ELLs who received a Level 1 on the NYS ELA or Math, will receive a minimum of eight weeks of intensive targeted intervention. Instruction will be based on each child's area of need. Strong core instruction includes guided reading, using leveled readers, skill/strategy groups to develop comprehension and NYiReady to support children in test-taking strategies. After eight weeks, children are reassessed to determine the continuation of at-risk SETTS services or referral for special education services.

6. How do you make sure that a child's second language development is considered in instructional decisions?  
Teachers of ELLs make sure that a child's second language development is considered in instructional decisions.

First ELLs are identified according to English proficiency levels as well as reading levels in Fountas and Pinnell. We consider this in our instructional decisions for second language development. Beginners and intermediate ELLs are provided with content area instruction using scaffolding strategies to amplify vocabulary and content area knowledge. Native language support such as bilingual word to word dictionaries, and subject area glossaries provided by New York State Education Department are used to bridge the gap. This is a very effective strategy according to our results on the NYSESLAT.

7. 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?

We do not currently have a dual language program.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Success for our ELLs is evaluated using New York State ELA, Mathematics and NYSESLAT. The ATS RLAT report is generated to analyze and evaluate yearly progress and sub-test results to differentiate instructional groups.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

When a new admit is enrolled, the parent is given a Home Language Survey (HLIS) form included in the registration application. This Home Language Survey form is provided in their native language. A trained certified pedagogue assists the parents in filling out this form. Bilingual translators or the NYC Translation Unit is used if needed. After the parent fills out the form, an interview is conducted by a trained pedagogue. Both the parent and child are interviewed in order to determine what language the child speaks predominately at home. Once the trained pedagogue gathers the Home Language Survey Form and conducts the oral interview, the OTELE code is indicated on the HLIS form. The form is then given to our school Pupil Accounting Secretary who enters the language on ATS. If a parent indicates a language other than English and the certified pedagogue conducting the interview determines that the language indicated by the parent does not reflect the child's dominant language, a notation is indicated on the HLIS of this occurrence. If the HLIS form indicates a language other than English, and the informal interview determines that the student speaks a language other than English, they are eligible to be administered the Language Assessment Battery-Revised (LAB-R) as the formal initial assessment. This assessment is used to determine eligibility for ESL services. After administering the LAB-R, the test is hand scored using the cut scores to determine the level of proficiency for these students. These hand scored results are documented and maintained at the school level. For the students whose HLIS indicates Spanish and have been determined to be eligible for services, the Spanish LAB is administered to determine language dominance. The identification and placement process is conducted within the first ten days of enrollment. As of February 2014, the LAB-R will be replaced with the NYSITELL.
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.

Once students has been identified as ELLs as determined by the LAB-R exam, a New Admit Entitlement Letter is sent home to invite parents to the Parent Selection Orientation meeting. At the beginning of the school year, this meeting is scheduled within the first 10 days. If the parents are unable to make the first meeting, we offer another opportunity to attend a second and third meeting in September and October. At the Parent Orientation meeting, parents are distributed the Parent Survey/ Program Selection Form, and the Parent Brochure ( A Guide for Parents of English Language Learners) in their native languages. During this meeting, an administrator welcomes parents and gives an explanation for the purpose of this meeting. The ESL department,

as well as native language translators are also in attendance. CR- Part 154 and Title III regulations are explained. Information about mandated number of minutes of services is provided as well as an explanation of the different level of ELLs at the beginning, intermediate and advanced levels of proficiency. This information includes the procedures for the identification of ELLs as well as the formation of bilingual classes where there are 15 or more students on a single grade or in two contiguous grades speaking the same language. If there are not enough students to form a bilingual class, parents are informed of the option to transfer their child to another school within the district. If parents reject the transfer, students will remain in our school and receive ESL services and placed on a waiting list. Parents are also informed that failure to return the Program Selection Form will be considered a selection of a Transitional Bilingual Program. It is explained to parents that research shows ELL students who stay in one program perform better academically than those who switch between programs from year to year. After this information is presented, the parents are divided into their native language groups with an ESL/Bilingual pedagogue and translator. The Orientation Video for Parents of ELLs is then viewed giving the parents the information to make an informed decision. After the video, the parents have an opportunity to ask questions for further clarification. The parents then fill out their parent selection form. If parents are unable to attend any of the meetings, follow-up telephone calls are initiated and documented on a call log to have a make-up session before, during or after school on a one to one basis as to accommodate our parents.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

At the beginning of the school year, the RLAT report is generated on ATS to identify continuing ELLs based on NYSESLAT scores. Hand-scored LAB-R scores determine new admit ELLs. To ensure that Parent Survey and Program selection forms are returned a binder was created. All entitlement letters of continued ELLs, new admit ELLs, and non-entitled ELLs are distributed at the beginning of the school year when they are identified. Copies of the continuation services, and non-entitlement letters are kept on file. All names of ELLs that have received entitlement letters or non-entitlement letters are kept in a parent contact binder and are identified, highlighted and coded as the following: A continuing ELL/continued entitlement letter, New admit ELL/ new admit entitlement letter returned, proficient ELL/ non-entitlement letter ( NYSESLAT), proficient -ELL ( passed LAB-R). New admit ELLs that come during different times within the school year are given entitlement letters after they have been identified. For transfer students, individual test histories are used to determine ELL status.

To ensure that Parent Survey and Program Selection forms are returned for the newly-admitted ELLs, there are three Parent Orientation meetings at the beginning of the school year. Parents who are still unable to come to the meetings or new admit parents coming within the school year, are contacted by telephone to schedule individual sessions. Sessions are offered before, during and after-school on a one to one basis. If parents are still unavailable to come to a meeting but are able to be contacted by telephone, we explain the purpose of the parent selection form, send home the parent brochure in the native language along with the survey, and encourage the parents to watch the video online at the following url: [schools.nyc.gov/Academics/ELL/FamilyResources/ellorientationvideo2010.htm](http://schools.nyc.gov/Academics/ELL/FamilyResources/ellorientationvideo2010.htm). All telephone calls are documented on a call log. After the Parent Survey and Program Selection forms are returned and completed, multiple copies are secured and stored in three separate locations for access. The first copy will be in the ELL Coordinator's Parent Contact Binder, the second copy in the Cumulative Record attached to the HLIS, and the third copy in the Main Office attached to the yellow copy of the HLIS.

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.

The criteria used to place identified ELLs in a bilingual instructional program and ESL instructional program is based on initial identification, the Parent Program Survey and Selection Form and consultation/ communication activities with parents in their native language. Once the Parent-Selection forms are received, the parental choices are documented. This information is entered on the ELPC screen on ATS within 20 days of enrollment. This information is updated to ensure implementation of the required ELL program parent choice process. The ELPC screen facilitates the necessary data collection. The total number of parents that choose a TBE class will be counted. If a single grade or two contiguous grades are found to have 15 or more students whose parents choose a TBE program, a bilingual class is formed. If there are less than 15 parents who choose a bilingual program in their native language, we offer them a transfer-option to a school within the district based on availability. If they refuse the transfer option, students are placed on a waiting list for future programming.

Teachers of bilingual classes conduct a formal end of year meeting with parents to discuss their children's language progress. This information is used for programming the following year. The trend has been that many parents want to transition their children from lower grade bilingual into the upper grade monolingual because of their concerns for the standardized ELA testing in grades

3, 4, and 5. They are also concerned about placement for junior high school. This formal meeting is conducted by administration, bilingual teachers, and the ESL coordinator.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

To target all ELLs to be tested for the NYSESLAT, the following steps are taken to ensure accuracy. The ATS report RLER is generated on ATS to identify current ELLs in our school eligible to take the NYSESLAT. This report is cross-referenced with our school wide roster of ELL students. An admission-discharge report on ATS is generated on a monthly basis to cross-reference and update our ELL student roster school-wide. For transfer students within the school year, individual test histories are generated to identify LAB-R and NYSESLAT testing from previous schools. ESL and bilingual teachers who administer the Speaking component of the NYSESLAT test are trained by using the scoring guides provided by the state of New York. Teachers scoring the writing component are also trained to score grades K-5 with materials provided by NY state. All teachers administering the NYSESLAT are trained according to the guidelines in the Directions for Administration provided by the NY State Department of Education. We administer the 4 components in the following order as recommended by the New York State Department of Education: Speaking, Listening, Reading and Writing is administered within the window provided by NYS Education Department. The principal determines the 3 official test days to administer, Listening, Reading and Writing to all ELLs. Speaking is conducted first on a one-one basis. If students are absent the test coordinator arranges for an ESL teacher to make-up any components missed. ELLs with special needs are provide testing accomadations according to their IEPs.

6. 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.) 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. [i](#)

For the past few years, there has been a small decrease in our school population due to the opening of new schools in the neighborhood and re-zoning by the NYCDOE. However, even with this decrease , we are still over-crowded. In previous years the students in kindergarten and first grades were affected. Currently, kindergarten and fifth grade students have been overflowed to other sites. Overflowed kindergarten students are still offered a placement in our school when a seat is available the following year for first grade. Additionally, many of our ELL students are transient traveling back and forth to their native countries or within the United States throughout the school year . This highly impacts our bilingual and ESL programs.

In the previous years, 2011-2012, 8% of our ELL students had chosen a Chinese TBE program as their choice for the lower grades. Classes were provided for these students based on parental choice. However, for the upper grades there were not enough students in one particular grade or from two continguous grades to form a Chinese TBE class. These parents of upper grade students were then offered a transfer option to another NYC public school within the district. They rejected the transfer and remained in the Freestanding ESL program at our school. Continuation of Service letters are provided to these parents yearly to ensure their continued program choice. We continue to monitor the option of opening Chinese bilingual classes for future grade level programming.

Currently, these are the survey choices for the new admits in the 2013-2014 school year: 31 parents of kindergartners had chosen a Chinese TBE program. 25 were placed in the Chinese bilingual and 6 are currently on a waiting list and rejected a transfer option. For 1<sup>st</sup> grade, 8 parents chose Chinese TBE program and 3 were placed in Chinese bilingual class. 5 students rejected a transfer option and are on a waiting list because the 1<sup>st</sup> class is capped to full capacity. For 2<sup>nd</sup> grade, 4 parents chose Chinese TBE program and all 4 students were placed in the 2<sup>nd</sup> grade bilingual class. For 3<sup>rd</sup> grade, 4 parents selected Chinese TBE program, 2 accepted the transfer option but there was no longer placement in the other school. All 4 students are currently on a waiting list. For 4<sup>th</sup> grade, one Arabic parent selected Arabic TBE program but refused a transfer option and is placed on a waiting list. For 5<sup>th</sup> grade one parent selected Chinese TBE program but this student was overflowed to another school due to overcrowding.

There was a total of 62 parents that chose placement in a Free-Standing ESL program at our school for grades K-5. All students were placed in the ESL program. 0 parents picked a Dual- Language program.

The program models at PS 69K are aligned with parental choice. The trend continues to be that parents with children in the lower grades prefer Chinese TBE programs. However the trend continues to be that parents of students in the upper grades choose Freestanding ESL . Parents of upper grade students are increasingly concerned about NYC and NYS testing , especially for the ELA test as well as the challenging Common Core Learning Standards in Literacy. They are also concerned about middle school placement.

## **Part V: ELL Programming**

### **A. Programming and Scheduling Information**

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?
    1. ESL Instruction is delivered through a predominately push in collaborative model with some pull out for beginners and low intermediate students with a self-contained program in kindergarten. There are 3 Chinese bilingual classes in kindergarten, first and second grades.
    - a: The organizational models for our ESL program instruction is mostly push-in with co-teaching when necessary. There is one kindergarten ESL self-contained class. The pull-out model is focused on phonics instruction for the Beginner level ELLs. The push- in model focuses on content area vocabulary and comprehension.
    - b: The program model for our ESL program is programmed to satisfy the Commissioners Regulations for part CR-154. Each class is heterogeneously grouped by grade. ESL instruction is homogeneously grouped. In the push-in model, ESL teachers are scheduled to be with their ELLs during the literacy block as much as possible.
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)?
    1. The mandated number of instructional minutes is provided according to proficiency levels in our TBE and ESL program. We identify all ELLs according to their proficency levels of beginner, intermediate and advanced and the teachers are programmed accordingly. For our ESL program, beginner and intermediate level students are programmed for 360 minutes, and advanced students are programmed for 180 minutes. ESL instructional time for the TBE program is delivered within the Literacy block 2 periods a day.
      - a: Bilingual instruction for grades K, 1 and 2 are provided according to the following program model . Students in the beginning stages receive native language instruction and English instruction using a 60/40 ratio of Chinese and English respectively. Students in the intermediate stages receive nativel language instruction using a 50/50 ratio of Chinese and English. Students in the advanced stages receive native language instruction using a 25/75 ratio of Chinese and English. Native Language instruction is delivered in blocks of 50 minute periods daily according to the Language Allocation Policy Guidelines for Transitional Bilingual Programs. As the year progresses, the teacher shifts increasingly towards English instruction in line with the students' emerging language proficiency. ESL instructional time for the TBE program is delivered within the literacy block, 2 periods a day.
 

In line with the Commissioners Regulations, Part 154, all of the Bilingual teachers differentiate instruction according to students language levels. The bilingual classes extend the literacy block, when needed, in order to accommodate the varied needs of the bilingual learner.

The following is a 7 period day schedule for a Chinese TBE class.

- 1-50 minute-Literacy Writing ( ESL)
- 1-50 minute Reading Workshop ( ESL)
- 1-50 minute Math Workshop ( Chinese/English)
- 1-50 minute Content Area-Science, Social Studies ( Chinese/English)
- 1-50 minute Native Language Arts ( Chinese )

The ESL program further differentiates levels of instruction by providing 360 minutes for beginner and intermediate students. Advanced students receive 180 minutes of instruction. The following is a schedule for a 7 period push-in ESL class.

- 1 -50 minute push-in ESL/Word Study
- 1- 50 minute push-in ESL/Literacy Reading
- 1-50 minute push-in ESL/ Literacy Writing
- 1-50 minutes push-in ESL/Math
- 1-50 minute push-in ESL/Social Studies

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 foster language development and meet the demands of the Common Core Learning Standards.

The main goal of our Chinese Bilingual and ESL program is to integrate academic and English language instruction for success in the content subject areas. This framework is based on the Sheltered Instruction Observation Protocol Model (SIOP), and makes academic instruction comprehensible by providing extra context support to the learner to enrich language development. Instructional support is a key component to differentiate instruction for ELLs to make content comprehensible. The key components of sheltered instruction are the following :highlighting key concepts or vocabulary, using visuals and graphic organizers, modifying speech, modeling structure, and practicing skills within structured activities. These are scaffolding techniques that build language skills and content vocabulary.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

In the bilingual classes, teachers organize portfolio assessments for their students. This includes a benchmark to assess reading comprehension , key words in vocabulary development and writing a short paragraph. This is done after each unit to assess students Chinese development in literacy.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

In the ESL program, ELLs are evaluated in the four modalities of listening, speaking, reading, and writing, within the framework of a push in model program. Ready -Gen unit tests, conference notes, and teacher observations are maintained. These conference notes are used to assess students' strengths and weakness to target learning goals.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a: Currently, there is one SIFE students at PS 69K. She receives intervention services with the resource specialist and has support in reading, writing and mathematics. A mult-sensory approach for instruction is used with extensive support in literacy and mathematics.

b: ELLs that are identified as newcomers 0-3 years, have intensive word study using the Orton- Gillingham Approach, which emphasizes the use of phonics through direct instruction. This approach enables students to achieve fluency and comprehension. All ESL teachers, Bilingual teachers, Academic Intervention Specialist, as well as Special Education Teachers have been trained to use this technique. All newcomer ELLs that have been identified as beginner level according to LAB-R and NYSESLAT are homogenously grouped. In addition to the Orton Gillingham Approach we use Words Their Way for English Language Learners to build foundational phonics, and phonemic awareness. Decodable storybooks are integrated into the lessons.

c :For ELLS receiving services 4-6 years, we are currently implementing the SIOP model of ESL instruction aligned to the NYC Ready Gen and Go Math curriculums. The focus of this program is based on the SIOP model and aligned to the Common Core Learning Standards. Grade level academic content and language is emphasized in each lesson and unit to reinforce vocabulary and content knowledge from previous lessons. Ready-Gen vocabulary lists for anchor and supporting texts are highlighted. Key terms and concepts from the readings are explicitly taught with activities to practice these new skills. Grammar concepts and vocabulary skills are taught in conjunction to foster comprehension.

d:Currently, there is one long-term ELLs who has completed 6 years at our school. This ELL is a special education student with an Individualized Education Plan. He is given additional support with Resource Room Services. He receives all mandated services as per IEP in addition to ESL.

e: Former ELLs in years 1 and 2 after testing proficient on the NYSESLAT are given transitional support if they continue to struggle in reading and mathematics. These former ELLs participate in our RTI program with i-ready tailored to their individual learning needs. They also receive extended time for all NY State and NYC exams.

7. 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?

Teachers of ELLs and Students with Disabilities provide access to academic content using specific instructional strategies and grade level materials. There are three special education teachers that provide this additional support to at-risk students, ELL students and bilingual students with special needs. There are two self-contained special education classes with ESL students that also receive this support. The special education teacher aligns instruction with the classroom teacher providing support to the students. One strategy is to modify the content materials used in the subject area being taught. Another strategy is to scaffold materials learned by using graphic organizers, and pre-teaching vocabulary for conceptual knowledge in learning new information. The special education teachers uses additional instructional material to accelerate English language development: Explode the Code by School Specialty, SRA by McGraw-Hill, Wilson and Wilson Foundations by Wilson Language Training, and i-Ready, by Curriculum Associates which is a web-based program used as a diagnostic for instruction.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

All ELL-SWDs achieve their IEP goals by using flexible scheduling for a least restrictive environment. Flexible scheduling is implemented for both general education students as well as for ELL students in a 12-1-1 model. Using the least restrictive environment, the ELL students that are approaching standards in the 12-1-1 class are mainstreamed into general education content area classes. For the general education ELLs with an IEP the reverse programming is implemented. Students who are struggling in a subject area will be given several periods a day in a 12-1-1 class. This flexibility in instruction and programming in a least restrictive environment will help ELL-SWDs in general education and special education class attain English proficiency.

**Courses Taught in Languages Other than English ⓘ**

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

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

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

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

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

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

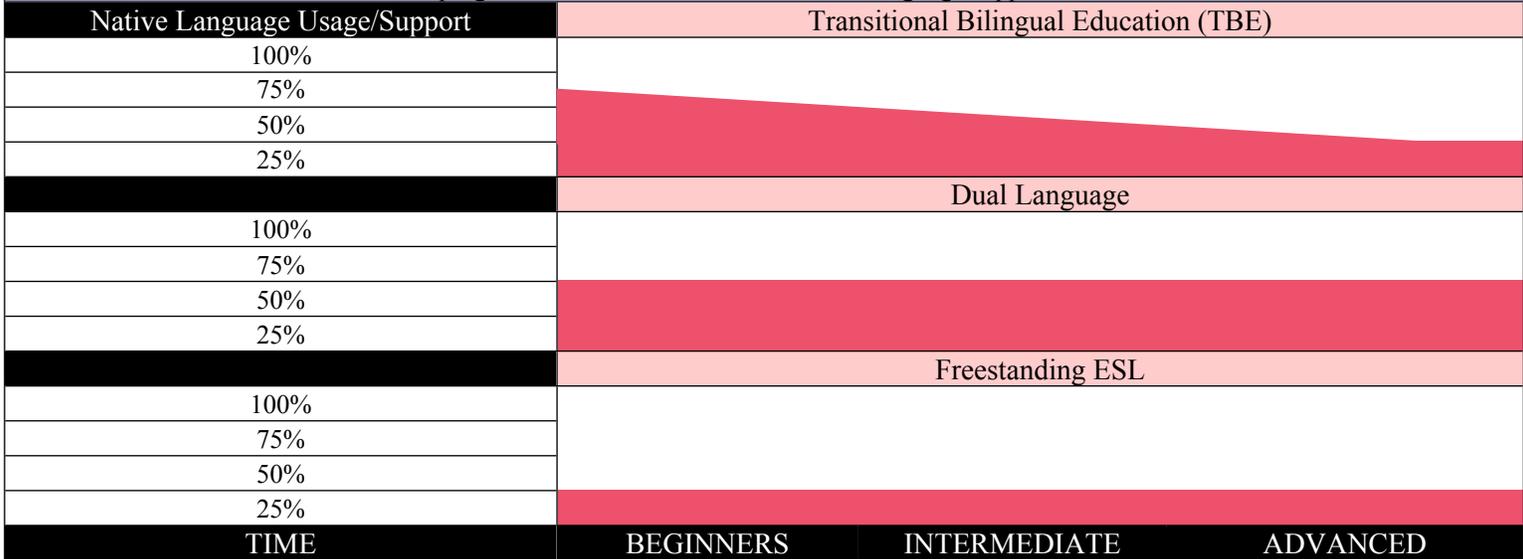
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

	<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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

9. 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.

The targeted intervention programs for ELLs in ELA and Math consists of Academic Intervention Services (AIS) that target students in the following categories; students who have not made progress as Advanced or Intermediate ELLs for 2 years, Advanced ELLs and students who scored a level 1 in the New York State Math test and English Language Arts test . Students meet in small groups with specialized teachers for additional instruction. ELA standards are aligned with instruction. AIS math teachers use Go Math by Pearson to modify the content according to students' needs and math abilities. Hands on manipulatives are emphasized to aid students understanding of complex math concepts. Mathematics standards are aligned with instruction. These students are also included in our Extended Day Program for extra tutoring.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

For the 2013/2014 school year we are implementing Cornerstone by Pearson for the lower grades K, 1 and 2. We are aligning these lessons with the NYC Ready- Gen and Go-Math curriculums. For 3, 4, and 5, beginner and low intermediate ELLs we are using Words their Way for English Language Learners with the Orton- Gillingham approach. This program is effective because it teaches the beginner ELLs basic phonological rules for reading. For the advanced ELLs we adapt our instruction to both the Ready-Gen and Go-Math curriculumns. We are in the process of evaluating the effectiveness of our sheltered instruction with both of these programs. This is a transitional year for implementing these programs in the content area and we continue to assess its effectiveness.

11. What new programs or improvements will be considered for the upcoming school year?

For the years 2013/2014 we will be starting a new ESL program called Cornerstone by Pearson Longman for the lower grades K, 1 and 2. This ESL program is based on the SIOP (Sheltered Instruction Observation Protocol) model and aligned with the Common Core Learning Standards. Assessments for each unit of study is provided to help evaluate ELLs understanding and progress. Thematic units are organized to include both informational and literature texts with a focus on academic vocabulary for each reading.

12. What programs/services for ELLs will be discontinued and why?

Treasure Chest by Macmillian will be discontinued for the regular mandated minutes because it was not specifically aligned to the NYC Ready-Gen and Go-Math curriculums. Some of the readers may be used as supplemental materials in our Extended Day program.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs are afforded equal access to all school programs. During the day, they participate in the subject areas of art, music, technology, and physical education. A special student counsel is organized for students to participate in fundraisers, school spirit, and community activism. They are exposed to the democratic process of an election by campaigning and are required to make a public speech. Students vote for the candidate they believe represents them. Another school-wide activity to promote community service is the Penny Harvest Project. Pennies are donated to a community organization to teach awareness in giving to others in need. The Title III afterschool instructional program assists students to develop literacy and mathematics skills as well as supplemental instructional materials for NYSESLAT . ELL students participate and have equal access to the same activities that the monolinguals are offered. Our school invites ELLs to participate in all school-wide social and academic activities, both during the day and after school. Students and parents receive a monthly calendar, as well as invitations and notices in their native language to invite and inform . ELL Parents are also invited to bi weekly parent workshops.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

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

curriculum based content program online. All classrooms have Smartboards, a digital interactive medium which permits students to use a laptop as a classroom tool for group or individual instruction in all content subject areas.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native language support is delivered in the Chinese bilingual classes with bilingual books for their libraries. Additionally, teachers create their own materials in Chinese to support a bilingual learning environment in content areas such as math, social studies, and science. Bilingual dictionaries in Chinese and other native languages are available both in the classroom and the library. For the upper grades, bilingual word to word glossaries in the content areas of math, science and social studies are available through the NYS Education Department. For the ESL program model, direct translation of vocabulary words is a strategy used to aid comprehension for language acquisition.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?

All support services and resources correspond to ELLs ages and grade levels. Aged appropriate and grade level appropriate materials are selected to teach multi level students with different abilities. Guided reading, comprehension strategies and the Orton Gillingham approach with explicit phonics instruction is used in small groups with support services. We use the i-ready program to differentiate instruction according to students' skills and abilities in reading. For the support services in mathematics, the students are grouped according to their math levels on assessments. Specific grade level mathematics skills and strategies are taught. Alternate placement paras as per IEP are assigned to ELL students with disabilities to provide L1 support throughout the day in their classroom. This additional support helps ELLs with disabilities comprehend content knowledge and small group instruction.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

There are currently no activities at our school for ELL students before the beginning of the school year.

18. What language electives are offered to ELLs?

There are no language electives offered to ELLs

19. For schools with dual language programs:

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

There are no dual language programs

## C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. The professional development plan for ELL personnel and classroom teachers include mandated and optional professional development within and outside of school. The focus is providing support for all students including the ELLs using the new NYC Ready -Gen and Go-Math programs. The literacy and math coaches provide extensive support to both classroom and ESL teachers to implement the complexities of this challenging curriculum. Classroom, ELL and Bilingual teachers participate in workshops offered by the NYC Division of School Support and Instruction offered by the Office of English Language Learners.

2. Teachers of ELLs are provided with ongoing professional development with the Common Core Learning Standards at the school-level during professional development for Ready-Gen and Go-Math. Weekly professional development periods are planned to support all teachers of ELLs to implement Common Core Standards with these new literacy and math curriculums. Additionally, teachers are encourage to engage in city-wide and online professional development to enhance their knowledge of the Common Core Learning Standards.

3. The Parent Coordinator is the key person who assists in providing the staff and parents information to help students and parents transition to middle school. She informs 5th grade teachers and parents about the specialized middle schools programs. She provides an orientation meeting to parents about procedures and paperwork required for this process. Information is provided in the student's native language. Additionally, the parent coordinator assists in organizing the graduation ceremony with the fifth grade teachers.

4. Here is a schedule of ELL training for all staff as per JoseP. with 50 minutes each session.

Our main focus is to show teachers how to develop vocabulary in the content areas for increased comprehension for their ELLs. All attendance sheets are maintained at the school level.

Professional Development Calendar 2013-2014/ 2014 -2015

\*October 2013: Inquiry time meeting: Ready-Gen vocabulary list align with ESL Cornerstone vocabulary activities. Grades kindergarten- fifth grade.

\*November 2013: Mandated/ Optional Professional Development: Ready- Gen vocabulary grade 3 align with ESL strategies

\*November 2013: Mandated/Optional Professional Development: Ready -Gen vocabulary grade 4 align with ESL strategies

\*December 2013 : Mandated/ Optional Professional Development: Ready-Gen vocabulary grade 2 align with ESL strategies

\*January 2013 : Mandated/ Optional Professional Development: Ready-Gen vocabulary grade 5 align with ESL strategies

\*January 2013: Mandated/Optional Professional Development: Ready-Gen vocabulary grade 4 align with ESL strategies

\*February: 2013: Mandated/Optional Professional Development : Ready-Gen vocabulary grade 1 align with ESL strategies

\*February 2013: Mandated/Optional Professional Development: Ready-Gen vocabulary Kindergarten align with ESL strategies

\*March 2013: Getting Ready for the NYSESLAT Grades Kindergarten- 5<sup>th</sup> Grade

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
  1. Parent involvement is an essential component of our school community. Parents of newly arrived ELLs are invited to a parent orientation meeting to inform them of their program selection options. Annually we have a Title I parent meeting with translators to inform parents of the school parent involvement policy and school/parent compact. At this time, we also inform parents about our Comprehensive Education Plan (CEP). Parents are informed about Parent Leadership positions on our School Leadership Team (SLT), Parent Teacher Association (PTA) and Parent Advisory Committee (PAC). The PTA conducts monthly meetings and translators are always available. Parents are also invited to curriculum meetings to inform about grade level standards and expectations. Parents and students participate in monthly “Family Fun Nights” where they attend performances and engage in hands-on art activities, to promote a positive school culture and community spirit. Parents and community members are also offered adult ESL classes five days a week for a morning session, and three days a week for an afternoon session through the New York City Office of Adult Education.
  2. The school is partnered with various Community Based Organizations to provide workshops and services to ELL parents. The Brooklyn Chinese Association (BCA) is an organization that provides needed service to parents and students. They offer an after school homework assistance program housed in our building. BCA also assists parents with information about resources and services available in the community and surrounding neighborhoods. The United Federation of Teachers (UFT) also offers Dial a Teacher for further homework help and parent workshops throughout the city. Another Community Based Organization, Health Plus/Amerigroup, provides the parents workshops during the school day to inform about health and student issues. They also provide information about health coverage for families.
  3. The needs of parents are evaluated in various ways. A parent orientation meeting is conducted for parents of kindergarten students during the first week of school. They are given an overview of the school and general information such as busing, lunch menus, and arrival and dismissal procedures. The ELL department conducts the Parent Orientation Meeting for parents of newly admitted ELLs. The PTA works in collaboration with the parent coordinator to address any questions or concerns. A Learning Environment Survey from the New York City Department of Education is distributed to parents each year. This survey is used to evaluate the concerns of the parents on topics such as school environment, safety, and education.
  4. The parent involvement activities address the needs of the parents in various ways. Parent involvement is an outgrowth of the Learning Environment Survey, Parent Teacher Association meetings and the School Leadership Team meetings. Communication between parents, teachers and administrators helps to direct the topics for parent involvement activities. These activities include orientation meetings for parents of ELLs and parents of kindergarten students. Other activities include Family Fun Nights which involves participation of parents with their children.

## E. 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 response to question 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)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 20K069 School Name: Vincent D. Grippo

Cluster: 6/Jose Ruiz Network: 609/Michael Dantona

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

### **Part A: Needs Assessment Findings**

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

After a review of our home language surveys, we gather data to determine what translations are necessary in support of the communication between home and school. Letters sent home are translated into the dominant home languages of Chinese and Spanish. Staff members that speak and write in Chinese and Spanish provide these translation services. Additionally, other staff members who speak and write in Urdu and Arabic are called upon, if needed. Translation can also be completed via the DOE Translation Unit.

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

The majority of the written translation and oral interpretation needs are in the Chinese language. Chinese is the identified primary language of approximately 81% of the families of PS 69K. Additionally, Spanish is identified as the primary language of 8% of the families at PS 69K. The findings are reported at School Leadership team meetings and Parent Association meetings, as well as Faculty Conferences. All information about our school register, including ethnicity and percent of ELLs are reported on the Statistics and Budget page of the school website at <http://schools.nyc.gov/SchoolPortals/20/K069/default.htm>

## Part B: Strategies and Activities

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

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

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

Oral translation services will be provided by staff members who speak the language during parent meetings, conferences and registration. Scheduling will be modified to allow these staff members to be able to translate at various workshops and Parent Association meetings. Per session funds are available for staff members to offer translations during evening conferences and events. Additionally, parent volunteers are often able to offer oral translations. This dynamic combination allows us to provide information to parents in a timely and efficient manner.

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

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



## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: PS 69K	DBN: 20069K
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 285
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" 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: 16
# of certified ESL/Bilingual teachers: 9
# of content area teachers: 7

## 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: To supplement the needs of English Language Learners in our K-5 elementary school there are 3 components to our Title III plan: an enrichment program for students in grades 1 and 2, a Literacy and English Language Arts program for ELL students to improve academic English skills, and a Mathematics and Skills program for ELLs to improve on content specific academic language. Each of these programs are specifically for ELL students to enhance the modalities of speaking, listening, reading and writing. The language of instruction is in English.

An after-school enrichment program will be offered to ELL students in grades 1 and 2. The program will begin 4/30/13 until 6/6/13. It will meet for 12 sessions on Tuesdays and Thursdays for 1.5 hours each session. Approximately 125 students will be invited to the program. There will be 9 ESL/ Bilingual teachers and 7 content area teachers. The 7 content area teachers will have the support of a licensed ESL coach. The ESL coach will co-plan and co-teach with the content area teacher. The ESL coach will push into the classroom for small group instruction to further differentiate learning. The Title III program will supplement the regularly mandated ESL instruction that the children receive. The program will use materials from "English to a Beat" a scientifically-based programs distributed by Rigby. Students will enhance listening, speaking, reading and writing skills in English. Singing songs, learning chants, and listening for phonological awareness are incorporated with a written response for assessment.

The Literacy and English Language Arts program will begin 1/17/13 until 4/9/13. There will be 17 sessions that are 1.5 hours each. Sessions will meet after school every Tuesdays and Thursdays. Approximately 140 ELL students will be invited to the Literacy program. There will be 9 ESL/Bilingual teachers. Licensed ESL/Bilingual teachers will provide instruction for all ELLs in this program. ELLs are provided equal access to instructional opportunities for academic and social development. Therefore, ELLs will be taught reading strategies with ESL instructional methodology. This will expose students to grade level content and align ESL instruction with the New York State Common Core Learning Standards. Additionally, technology will be incorporated using the Smartboard so that ELL students may view reading passages while teachers focus on highlighting specific information stressing reading and writing strategies. The Smartboard as a visual aid will help students analyze passages and text. Students will be able to look for key ideas, organize text structure and read for comprehension with a focus. These reading skills and strategies will equip students to become proficient and independent readers and writers. Vocabulary instruction will also focus on context clues, for the comprehensibility of the information presented. The Literacy and English Language Arts Program will be supplemented by the materials, Ready New York Common Core State Learning Standards, English Language Arts. Materials are designed to support the New York State Common Core Standards. Materials are published by Curriculums Associates.

The Mathematics Skills program will begin 1/11/13 until 4/19/13. There will be twelve 2 hour weekly sessions after school on Fridays. Approximately 105 ELL students will be invited to the program. There

### Part B: Direct Instruction Supplemental Program Information

will be 9 ESL/ Bilingual teachers. ESL instruction is used in conjunction with mathematical and reading strategies to build content area knowledge. Technology will be incorporated using the Smartboard so that students may view word problems to solve. Teachers focus on highlighting specific information and solving one and two step word problems using multiplication, division, and the four operations. Instruction is scaffolded to solve multi-step math problems to build and expand comprehension. Vocabulary and comprehension is taught in conjunction with operations and the algebraic process. The Mathematics Skills after school program will be supplemented by the materials, Ready New York Common Core Learning Standards in Mathematics. The mathematics materials are designed to support the New York State Common Core Standards. Materials are published by Curriculum Associates.

\* Please note when looking at the total number of ELLs to be served for the Literacy and Mathematics program, some ELL students are invited to both programs.

### 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: Teachers need additional support in resources to differentiate instruction for ELLs. ESL/Bilingual teachers, subject area teachers and classroom teachers will meet throughout the year for ongoing collaboration. For all Title III programs teachers will receive professional development for literacy and math. Subject area teachers will receive professional development concerning ESL strategies with a focus on content area. ESL and bilingual teachers attend professional development offered by the Division of School Support and Instruction as well as, Teachers College Columbia University.

October 2012- Third Grade ( How to Present Content Area Vocabulary to ELLs Using Word to Word Glossaries in Native Languages )

November 2012- Fourth Grade ( How to Present Content Area Vocabulary to ELLs Using Word to Word Glossaries in Native Languages )

### Part C: Professional Development

December 2012-Fifth Grade ( How to Present Content Area Vocabulary to ELLs Using Word to Word Glossaries in Native Languages)

December 2012-Social Studies and Science ( How to Provide Content Area Vocabulary to ELLs Using Word to Word Glossaries in Native Languages )

January 2013 – Staff Development for Literacy English Language Arts program and Mathematics Skills program

January 2013- -- Third Grade ( Use of High Frequency Word List for Native Language Chinese Learners)

February 2013-Fourth Grade (Use of High Frequency Word List for Native Language Chinese Learners)

March 2013-Fifth Grade (Use of High Frequency Word List for Native Language Chinese Learners)

April 2013- Co-Planning /Co- Teaching ESL strategies with " English as a Beat"

### 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:

The parent coordinator reaches ELL parents and families in the following ways: parents are informed of all meeting and workshops in their preferred language of communication , and the parent coordinator meets parents as needed to answer questions concerning ELL issues. Parents of ELLs are encouraged to participate in parent engagement activities to assist in their childrens academic and emotional development. Workshops for parental engagement are conducted by administrators, coaches, the parent coordinator, ESL teachers and Bilingual teachers. Parents are notified of all activities through the PS69K school website, monthly calendars, and a monthly parent bulletin board.

\*September 10- 14th 2012 Curriculum meetings were held for grades K-5. Topic : Instructional Expectations and Goals for 2012/2013

\*September 12, 2012 "Family Fun Night." Topic : Back to School

\*October 3, 2012 " Health Awareness Workshop." Topic: Women's Health Issues with Community Resources

\*October 11, 2012 " Middle School Process." Topic: Getting Ready for Middle School

\*November 13, 2012 " Getting ready for the Parent- Teacher conferences." Topic: Questions to ask the

**Part D: Parental Engagement Activities**

Teacher

\* December 11, 2012 " Introduction to Coaches, Math, Literacy and Data." Topic: Meeting Coaches and Understanding School Data

\* December 17th, 2012 " Cool Culture Orientation" Topic: Cultural Resources in NYC

\* December 18th, 2012 " Winter Concert. " Parent Engagement

Future monthly health meetings include the following topics: Asthma, Prevention, and Health. Tai Chi for Stress Deduction, Childrens Immunization, Infections and Sun Cancer. These workshops are conducted in conjunction with the community health organization Amerigroup.

Future monthly academic meetings include: Changes in New York State Mathematics Exam, Workshop for the Arts, Changes in the New York State ELA Exam, Getting Ready for the NYSESLAT, Preparing for the School Wide Science Fair.

**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>		
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,</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.
instructional materials. <ul style="list-style-type: none"><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		