



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: P.S. 169, THE SUNSET PARK SCHOOL

DBN (i.e. 01M001): 15K169

Principal: JOSEPH IORIO, BUILDING SUPERVISOR

Principal Email: JIORIO@SCHOOLS.NYC.GOV

Superintendent: ANITA SKOP

Network Leader: CYNTHIA J. FELIX

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
Joseph Iorio	*Principal or Designee	
Belinda Rodriguez	*UFT Chapter Leader or Designee	
Debbie Rius	*PA/PTA President or Designated Co-President	
Anthony Sferrazza	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	
Jose Chaparro	Member/ UFT Representative/RTI Teacher	
Linda Ruiz	Member/ UFT Representative / Grade 1 teacher	
Sadiyah Giraud	Member/ UFT Representative/ Cluster Teacher	
Kai Rong Chen	Member/ Parent	
Maggie Gao	Member/ Parent	
Xiu Jing Ni	Member/ Parent	
Xiomara Vega	Member/ Parent	
Diane Aitkens	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.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- 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. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- 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 SCEP 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 SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP 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).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other

sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- 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.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) 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 (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
x	School Leadership Team Signature Page
x	The SCEP Overview
x	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	1. A major recommendation with HEDI rating
	2. Statement Of Practice (SOP) selected aligned to the goal
	3. A goal aligned to the major recommendation
	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
	5. Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

School Information Sheet for 15K169

School Configuration (2013-14)					
Grade Configuration	0K,01,02,03,04,05	Total Enrollment	1636	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	127	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	70	# SETSS	N/A	# Integrated Collaborative Teaching	100
Types and Number of Special Classes (2013-14)					
# Visual Arts	12	# Music	6	# Drama	6
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	86.4%	% Attendance Rate		% Limited English Proficient	95.6%
% Free Lunch	99.9%	% Reduced Lunch			0.1%
	45.6%	% Students with Disabilities			10.4%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.1%	% Black or African American			0.8%
% Hispanic or Latino	48.2%	% Asian or Native Hawaiian/Pacific Islander			44.8%
% White	6.0%	% Multi-Racial			0.1%
Personnel (2012-13)					
Years Principal Assigned to School	14.17	# of Assistant Principals			4
# of Deans	N/A	# of Counselors/Social Workers			3
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			9.0%
% Teaching with Fewer Than 3 Years of Experience	14.7%	Average Teacher Absences			6.8
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	23.9%	Mathematics Performance at levels 3 & 4			36.5%
Science Performance at levels 3 & 4 (4th Grade)	92.1%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander			No
White	Yes	Multi-Racial			N/A
Students with Disabilities	Yes	Limited English Proficient			No
Economically Disadvantaged	No				
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander			Yes
White	Yes	Multi-Racial			N/A
Students with Disabilities	Yes	Limited English Proficient			Yes
Economically Disadvantaged	Yes				
Met Adequate Yearly Progress (AYP) in Science (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander			Yes
White	N/A	Multi-Racial			N/A
Students with Disabilities	Yes	Limited English Proficient			Yes
Economically Disadvantaged	Yes				

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP				
Describe the strengths of your school's 12-13 SCEP.				
The areas of strength of our school's 2012-2013 SCEP are as follows:				
<ul style="list-style-type: none"> • Increase parent involvement with adult ESL classes to be held on Saturdays. • Curriculum became more rigorous and included CCLS aligned • Teachers received timely feedback on observations • Teachers adjust lessons, units and classroom assessments to address the gaps and needs • Teachers work with peers, coaches and school leaders to achieve both rigor and access for all students and plan interventions as appropriate. 				
Describe the areas for improvement in your school's 12-13 SCEP.				
UDL professional development must include all teachers and paraprofessionals, not just teachers of students who service ELLs and SWDs.				
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.				
Professional Development resources such as Brienza's Advantage and Gold Mansour were unavailable to deliver services in a timely fashion. Hence, the UDL professional development was not completed as noted on action plan of goals.				
Describe the degree to which your school's 12-13 SCEP was successfully implemented.				
For the most part we completed all we set out to do except for the UDL professional development.				
Were all the goals within your school's 12-13 SCEP accomplished?			<input type="checkbox"/>	<input checked="" type="checkbox"/> Yes
If all the goals were not accomplished, provide an explanation.				
Professional Development resources such as Brienza's Advantage and Gold Mansour were unavailable to deliver services in a timely fashion. Hence, the UDL professional development was not completed as noted on action plan of goals				
Did the identified activities receive the funding necessary to achieve the corresponding goals?			<input checked="" type="checkbox"/>	<input type="checkbox"/> Yes
			<input type="checkbox"/>	<input checked="" type="checkbox"/> No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP				
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.				
Some barriers this year are: no ELA coach and no Bilingual/ESL staff developer. Additionally, we do not currently have an appointed principal.				
List the 13-14 student academic achievement targets for the identified sub-groups.				
Achievement targets are as follows:				
<ul style="list-style-type: none"> • ELLs to make AYP in ELA • The subgroup of students of Asian descent to make AYP in ELA • Improve the AYP of Students with Disabilities 				
Describe how the school leader(s) will communicate with school staff and the community.				
The school leader will:				
<ul style="list-style-type: none"> • Meet regularly with staff during inquiry team meetings and Advance meetings (feedback and observation). • Hold parent meetings both during the school day and after school to encourage and allow for more involvement • School Leadership Team meetings will occur on a regular basis • PTA meetings will occur on a regular basis and information shared will be available in Chinese, English and Spanish • Faculty conferences will be held monthly • UFT consultation meetings monthly • Conduct meetings with CBO's 				
Describe your theory of action at the core of your school's SCEP.				
The core of our school's SCEP is to improve teaching practices and student performance outcomes by aligning resources.				
Describe the strategy for executing your theory of action in your school's SCEP.				
The strategy we plan to use is increase meaningful professional development and data analysis to ensure that students' needs are being met. This year we will be hiring an outside consultant (Brienza's Advantage) to work with teachers as well as having staff participate in network professional development sessions and working with the Network Achievement Coaches.				
List the key elements and other unique characteristics of your school's SCEP.				

Unique characteristics of our schools SCEP:

- Trying to meet the needs of 1640 students. Approximately 700 students are identified as English Language Learners and more than 130 students are identified as SWD's.
- Addressing the needs of students in temporary housing (107 students) and SIFE students (20).

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

- Observations by Administration and feedback.
- Targeted PD.
- PD agendas.
- Consultants.
- Monitoring attendance at professional development opportunities and extracurricular activities for students.
- Monitoring student progress on DRA2 and Interim Assessments.

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

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

- School leaders and coaches serve on virtually all of the school’s grade level and inquiry teams. As such, they are able to monitor the progress and protocols used by each of the teams and evaluate the student data that is a result of the work of the teams. Furthermore, the leadership demonstrates its confidence in its staff by “entrusting responsibility and empowering people.” Nevertheless, structured, uniform protocols provide a structure in which the leadership is able to monitor the progress of teams at defined intervals and share proven strategies may not be utilized as frequently.

Review Type:	QR,	Year:	2010-2011	Page Number:	pg. 5	HEDI Rating:	E
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Tenet 2: School Leadership Practices and Decisions

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	2.2 School leader’s vision		2.3 Systems and structures for school development
	2.4 School leader’s use of resources	x	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

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

All classroom teachers will continue to meet weekly with grade level colleagues and administrators using a specific inquiry based protocol to work with and develop rigorous common core aligned lessons and lesson plans that lead to well-developed student work products and student specific next steps.

Instructional Strategies/Activities

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

1. Strategies/activities that encompass the needs of identified subgroups

- All classroom teachers will implement common core aligned curriculum; Ready Gen and Go Math. Targeted feedback will be provided for development with aligned learning opportunities.
- Professional development on the framework will take place on PD days, during Grade Conferences, inquiry team meetings and on-demand basis as needed. Network PD – teachers will attend opportunities aligned to their development needs such as curriculum development, MOSL training.
- Professional Development for selected teachers on Charlotte Danielson components by Brienza’s Advantage. This PD will commence in February and run through June. These PD sessions will be held on Thursday and Friday mornings. Consultants (Kriko Michaels & Linda Barrett) focused on Domain 3b- incorporating higher order thinking questions in lesson plans and instruction. They will also target Danielson Component’s 1D, 1E and 1F.

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

- Administrators, All teachers
- All teachers, Consultants Kriko Michaels, Linda Barrett, Network Achievement Coaches and MOSL specialist
- All teachers, Consultants from Brienza’s Advantage

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

- Progress on HEDI scale will be evident for identified components during observations and will be monitored monthly.
- Administrators will meet monthly to evaluate teacher development, impact of professional development and necessary changes will be made.
- Administrators will hold weekly instructional meetings to analyze which teachers are doing well? Which teachers need support? Brainstorm ideas to support them. Explore ways in which teachers can identify how they have grown.

4. Timeline for implementation and completion including start and end dates

- September 2013 – June 2014
- September 2013 – June 2014
- February 2014 - June 2014

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

1. Additional materials from Rally Education are used to supplement the math program.
2. Network professional development sessions. Teachers attend workshops outside of the school, 185 Per-Diem days set aside to accommodate. Per session set aside to allow teachers to turn-key strategies and to plan implementation, 481 hours: 15 teachers, 2 hours, 5 sessions, 20 teachers, 3 sessions, 5 hours.
3. Weekly Inquiry Meetings held before student arrival and Common Preparation Time

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	x	PF Supporting Great Teachers & Leaders

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Ensure that the differentiation of instruction provided, consistently ensures that student subgroups have challenging opportunities for academic growth. "Differentiation is one of the hallmarks of the school's commitment to supporting growth in each student. Targeted interventions enable students to receive support in areas of need and teachers are provided with opportunities to collaborate and reflect on the success of specific strategies. However, the level of rigor in differentiated learning opportunities is not consistent. As a result, some students are not sufficiently challenged with highly significant academic explorations"

Review Type:	QR	Year:	2010-2011	Page Number:	5	HEDI Rating:	E
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Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	3.2 Enact curriculum	x	3.3 Units and lesson plans
	3.4 Teacher collaboration		3.5 Use of data and action planning

Annual Goal #2

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

By June 2014, 100% of classroom teachers will create and use rigorous common core aligned lesson plans/units that show evidence of differentiation for all identified subgroups in order to increase student achievement as evidenced by student work products (teachers and administrators) and classroom observations (administrators).

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. Professional Development on higher order thinking skills utilizing in house resources and consultants from Goldmansour for ICT and SE teachers.
2. Teachers on grades K-5 will attend professional development workshops led by trainers of Junior Great Books in order to develop higher order thinking, questioning techniques, and discourse skills.
3. Professional development for teachers in aligning the content area scope and sequence with core curriculum writing, resulting in student work products and rubrics aligned to the CCLS for each grade level as evidenced by student work sampling throughout the year.
4. Administrators will provide both formal and informal feedback based on classroom observations, student work, teacher practice and lesson plans, and assessment results, including periodic assessments and MoSL. Professional development focused on the shifts required to meet instructional expectations (excusing text based evidence, fiction/non-fiction)
5. Administrators and teachers will work together to analyze both grade level and classroom interim assessment results and identify areas of needs and strengths. They will provide support and PD as needed based on the results.

6. Assignment of RTI/AIS and placement of students most in need of extended support, most in need to meet Common Core Objectives
7. Grade Team analysis to assess student work against CCLS aligned Rubrics. Student work will be looked at during weekly inquiry team meetings using a protocol to identify areas of both strength and need. Lessons and curriculum planning will be adjusted based on these findings. Consultants from Ann Shannon will provide additional support.

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

1. Classroom teachers and Consultants
2. Classroom teachers and Consultants
3. All staff
4. All staff and Cluster MoSL Specialist
5. Administrators and staff
6. All staff
7. Classroom teachers and Consultants

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

1. Ongoing planning and revision of strategies used to deliver common core aligned curriculum at weekly inquiry team meetings for students with disabilities
2. Administrators will meet with consultants and teachers to monitor progress and impact of work.
3. As a result of regular team meetings lesson plans and classroom strategies will be adjusted and improved to better meet student needs
4. Increase participation of teachers to meet in teams and targeted professional development. A common language and understanding of core curriculum requirements and the use of quality assessments will be implemented.
5. Ongoing planning and revision of strategies used to deliver common core aligned curriculum at weekly inquiry team meetings
6. As a result of regular team meetings lesson plans and classroom strategies will be adjusted and improved to better meet student needs
7. Using completed protocol templates to identify students and plan for interventions

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

1. October 2013 – June 2014
2. September 2013 – June 2014
3. October 2013 – June 2014
4. October 2013 – June 2014
5. October 2013 – June 2014
6. October 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. 6 days of professional development from Goldmansour consultants
2. 70 days of in-house professional development from Junior Great Books consultants
3. SIT Team meetings
4. Common Preparation Time
5. Vertical Inquiry Teams
6. Utilization of Title I funds to support AIS/RTI and extended day instruction.
7. Ann Shannon Consultants, 3 days

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	x	PF Supporting Great Teachers & Leaders

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

“Enhance the level of academic rigor, and the use of meaningful work products in all classrooms, to align with the evolving State standards.

• Although the school has carefully aligned curriculum to targeted key standards, such as writing and language development, and is already piloting Junior Great Books in line with the critical thinking demands of the evolving State standards, levels of academic rigor are not yet sufficiently stimulating across all classrooms. Therefore, some students are not sufficiently challenged to produce highly meaningful work products.”

Review Type:	QR	Year:	2010-2011	Page Number:	5	HEDI Rating:	Proficient
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Tenet 4: Teacher Practices and Decisions

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	4.2 Instructional practices and strategies	X	4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture		4.5 Use of data, instructional practices and student learning

Annual Goal #3

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

Instructional strategies will improve based on the use of student subgroup data, such as SWD’s/ELLs, to ensure that instructional rigor is effectively provided to foster academic growth as measured by meeting or exceeding the safe harbor AYP for each subgroup.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. Training for teachers from Brienza’s Advantage tailored to meet the needs from teacher observations and student performance on Thursday and Friday mornings. They will also provide one on one coaching. Implement PD plan that makes use of outside consultants (Brienza’s Advantage) to train teachers in more effective instructional strategies and teaching practices for SWDs and ELLs.
2. Saturday Academy for students with IEPs in grades 4 and 5 focused on targeted needs by Brienza’s Advantage beginning February through June and RTI groups for grades 1 and 2 on Tuesdays and Wednesday s starting February through June.
3. Extended Day Activities to identify target groups, Bottom third citywide in ELA and Math for After School, RTI for students in grades 2 that are in need of intervention, Saturday Academy for SWD’s that are in ICT settings.
4. Administrators and teachers will analyze end of unit assessment data and year end assessment data to make an instructional plan for 2014 – 2015.

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

1. All staff and consultant from Brienza’s Advantage
2. All staff and consultant from Brienza’s Advantage
3. All staff and consultant from Brienza’s Advantage
4. All staff and consultant from Brienza’s Advantage

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

1. Ongoing planning and revision of strategies used to deliver common core curriculum. As a result of regular team meetings, lesson plans and classroom strategies will be adjusted and improved to better meet student’s needs
2. By virtue of allocation of instructional time and reduced teacher to student ratios, students will be provided additional academic support as well as allow for greater access to CCLS aligned outcomes.
3. Increase effort for teachers to meet in teams and targeted professional development will foster a common language and understanding of CCLS aligned requirements and the use of quality assessments.
4. Instructional cabinet meetings will be used to analyze effectiveness of current programs and to plan for 2014 – 2015.

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

1. Weekly inquiry team meetings to look at student data, September 2013 – June 2014
2. Weekly inquiry team meetings, September 2013 – June 2014
3. September 2013 - March 2014

4. May 2014 – June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Grade conferences (once a month) and weekly Inquiry Team meetings
2. ESL/Bilingual monthly meeting
3. SIT weekly meeting and Instructional Cabinet
4. Per session will be used for teachers, 52 teachers, 8 sessions, 2 hours each

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
x	PF Set Aside	x	Tax Levy	x	Title IA		Title IIA	x	Title III	x	Grants
List any additional fund sources your school is using to support the instructional goal below.											
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core				
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement				
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders	x			

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).							
Twenty one percent of the parents disagree or strongly disagree with the statement "My school does a good job... teaching students the social and emotional skills needed in middle school."							
Review Type:	Learning Environment Survey	Year:	2012-2013	Page Number:	10	HEDI Rating:	D

Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
	5.2 Systems and partnerships	x	5.3 Vision for social and emotional developmental health
	5.4 Safety		5.5 Use of data and student needs

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.	
By June 2014, students will be provided with increased opportunities to develop social and emotional skills required that are necessary to succeed in middle school as evidenced by an increase in student participation in leadership opportunities.	

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. Leadership Team- comprised of a guidance counselor and thirteen 5th graders. Students subsequently approved to serve as student leaders complete Love & Care projects (community service projects), Food Drive and morning line up duty.	
2. CBO's CFL/PRY, Lutheran Medical Center ,Light and Love, Project Arts Collaborative Partners, Anti-bullying campaign/Respect for All	
3. College Tours and Gang Awareness workshops	
B. Key personnel and other resources used to implement each strategy/activity	
1. Parent coordinator/Family Workers/Community Associates/Guidance counselors	
2. Community Based Organizations/Project Arts Coordinator/Nurse/Lutheran Medical	

3. CSC Team members
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. School environment survey results 2. Workshop evaluations 3. Student essays for selection to Leadership Team
D. Timeline for implementation and completion including start and end dates
1. October 2013 to June 2014 2. October 2013 to June 2014 3. October 2013 to June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Common Preps/Professional Development days/Small/large group assemblies 2. Outside agencies organized to provide workshops 3. Collaboration w/ higher educational institutions/Office of Safety and Youth development

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
	PF Set Aside	x	Tax Levy	x	Title IA		Title IIA	x	Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Mandated counseling fund										
Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .										
	PF AIS		PF CTE	x	PF College & Career Readiness		PF Common Core			
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement			
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders			

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).										
"How often during this school year have you been invited to an event at your child's school (workshop, program, performance, etc.)										
5 or More Times	3-4 Times	1-2 Times	Never"							
23	35	30	11							
Review Type:	Learning Environment Survey	Year:	2012-2013	Page Number:	6	HEDI Rating:	E			

Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.										
	6.2 Welcoming environment		x	6.3 Reciprocal communication						
	6.4 Partnerships and responsibilities			6.5 Use of data and families						

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.										
By June 2014, P.S. 169 will provide increased meaningful professional development opportunities for parents as measured by scheduled meetings and attendance.										

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).										
A. Strategies/activities that encompass the needs of identified subgroups										
1. Offer parent engagement opportunities to include various times of the day and create opportunities for all families to participate in parent engagement and events - All notices sent in 3 languages										

2. Parent Workshops by Brienza's Advantage Parent /guidance counselor/parent coordinator
3. Adult ESL classes/Math Workshops by F-Status/RTI personnel

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

1. Parent Coordinator/Community Associate/Family Worker
2. CBOs/guidance counselors/parent coordinator
3. Parent Coordinator, Teachers and Administrators

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

1. Increase levels of parent satisfaction with workshops and questionnaires
2. Increase in the number of offerings of workshop topics
3. Increase the number of participants at workshops

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

1. October to June 2014
2. October to June 2014
3. October to June 2014

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

1. Bilingual and Family workers and Parent Coordinator
2. CBO's permits for building use/ Contracted services by Brienza's Advantage
3. Saturday Academy for ESL adult classes

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS	PF CTE	PF College & Career Readiness		PF Common Core
	PF ELT	PF Inquiry Teams	PF NYS Standards and Assessments	x	PF Parent Engagement
	PF Positive Behavioral Management Programs	PF RTI			PF Supporting Great Teachers & Leaders

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

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Rally, Mastering the Standards by Triumph Learning, Fountas and Pinell Intervention Kit, Guided Reading	Small group	Before school, during school and afterschool and Saturday
Mathematics	Mastering Standards by Triumph Learning, RTI by Go Math, Problem of the Day	Small group	Before school, during school and afterschool and Saturday
Science	Coach for Science, FOSS, Harcourt Brace	Small group	Saturday, during the day
Social Studies	Houghton Mifflin Social Studies	Small group	Services are provided during the day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Second Step Social Skills Program At-Risk Counseling Self Esteem Building The Diva Club Anger Management Group	Small groups of 9 children. At-Risk counseling group of 3 one to one	Services are provided during the day, after school

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

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

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.
<p>P.S. 169 is a pleasant but challenging environment to teach in. Many teachers are referred to the school through professional colleagues and higher education professors who collaborate with our school through student teaching programs. Every effort is made to:</p> <ol style="list-style-type: none"> a. Interview potential staff at job fairs and at P.S. 169 b. Prioritize their knowledge/experience with English Language Learners and Students with Disabilities c. Determine potential for competency and compatibility as a pedagogue at this school d. Assess desire of applicants to be trained and work effectively with children and parents <p>Our school has a high percentage of ELL's. Approximately 43% of the students are designated with ELL status. That said, every attempt to recruit Chinese Bilingual, Spanish Bilingual and ESL teachers is made in order to appropriately service our student population to meet their targeted needs. We encourage our present teachers to get an extension to their licenses, in these high needs areas. We use mandatory set aside money for highly qualified teachers to encourage our teachers to take courses that will assist them in receiving their extension to their license. We encourage BPS paraprofessionals to become highly qualified teachers by supporting their educational goals.</p> <p>Our school has also seen an increase in students that require an ICT placement, therefore every effort has been made to hire and retain teachers who are licensed in Special Education, so that the needs of these students can be met by an expert teacher.</p>

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).
<p>The CFN 612/ Grapevine Network provides professional development opportunities for classroom teachers as well as subject area teachers (physical education, art technology, and library). The F-status math coach provides workshops for parents on test prep and mathematical reasoning. This coach is available for demo lessons and instructional planning for all classroom teachers. Bilingual/ESL teachers receive instruction in ESL methodology and NYSESLAT preparation on common prep time. Special Education teachers have meetings on common prep time. Workshops on Middle School choices are given to parents of 5th grade students, by grade 5 teachers. Consultants are available for more professional development (Junior Great Books, Ready Gen and Go Math.). We send staff to professional development with OELL (Office of English Language Learners) as well.</p>

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<p>One hundred and seven students in temporary housing have 100 dollars each earmarked for their use. Funding is often used to purchase uniforms and school supplies for these students. Our guidance counselor has participated in workshops provided by the state regarding further outreach to these students and their families. The entire faculty will be trained to work with this targeted population at future workshops.</p>

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.).
<p>IEPs from pre-school are received and coordination of services is made from early intervention to elementary. We encourage local pre-k agencies tours of our school prior to enrollment. Kindergarten workshops are being held prior to registration.</p>

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 review class assessments, informal and formal, in order to identify gaps and noticeable trends within their own class. Teachers then meet on a grade level to discuss the analysis of individual class data in order to identify commonalities during inquiry team meetings and grade conferences. These meetings also include teachers pooling resources and ideas on how best to meet student needs. Professional development will be earmarked through analysis of teacher observations of the four domains of the Danielson rubric. The interim assessment data is also used to align professional development for teachers so that they may target individual student needs.

TA Schools Only

Use of Program Resources

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

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).

**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.

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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



Department of
Education

Dennis M. Walcott, Chancellor

Public School 169

The Sunset Park School

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Kit Leung, Assistant Principal (I.A.)

SCHOOL – PARENT COMPACT

School Name: Public School 169

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

Public School 169

The Sunset Park School

4305- 7th Avenue
Brooklyn, NY 11232
(718) 853-3224 – FAX (718) 633-9621

Joseph Iorio, A.P./Building Supervisor

Stamatina Hatzimichalis, Assistant Principal
Jennifer Gonzalez – Funes, Assistant Principal
Kit Leung, Assistant Principal (I.A.)

Parent Involvement Policy

1. The P.S. 169 will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under section 1112 – Local Educational Agency Plans of the ESEA:
 - To convene an annual meeting for Title 1 parents to inform them of the Title 1 program and their right to be involved.
 - To offer a flexible number of meetings at various times, and if funds are available, to provide transportation, child care or home visits for those parents who cannot attend a regular school meeting.
2. P.S. 169 will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:
 - To actively involve parents in planning, reviewing and improving the Title 1 programs and the parental involvement policy.
 - To provide parents with timely information about all programs.
 - To deal with communication issues between teachers and parents through:
 - Parent-teacher conferences at least annually
 - Frequent reports to parents on their children’s progress
 - Reasonable access to staff
 - Opportunities to volunteer and participate in their child’s class
 - Observation of classroom activities
3. P.S. 169 will coordinate and integrate parental involvement strategies in Title 1, Part A with parental involvement strategies under the other programs:
 - Primary Mental Health
 - AIS Reading, Math, Social Studies
 - Science Programs
4. P.S. 169 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title 1, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 - Consultation with Parent Coordinator
 - Consultation with Leadership Team
 - Consultation with Principal
 - Consultation with PTA Executive board Members
 - Consultation with all school parents at PTA meetings
5. P.S. 169 will build the parents’ capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve students’ academic achievement through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
 - i. The State’s academic content standards,

- ii. The State’s student academic achievement standards;
 - iii. The State and local academic assessments including alternate assessments;
 - iv. The requirements of title I, Part A;
 - v. How to monitor their child’s progress; and
 - vi. How to work with educators.
 - To assure that parents may participate in professional development activities if the school determines that is appropriate, i.e., literacy classes, workshops on reading strategies.
- b. P.S. 169 will provide will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:
- Participating in or requesting technical assistance training that the local education authority or school offers on child rearing practices and teaching and learning strategies.
 - Working with his/her child/children on schoolwork; read for 15 to 30 minutes per day to Kindergarten through 1st grade students; and listen to Grade 2 and 5 students read for 15 – 30 minutes per day.
- c. P.S. 169 will, with the assistance of the District and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents and how to implement and coordinate parent programs and build ties between parents and schools by:
- Parent-teacher conferences at least annually
 - Frequent reports to parents on their children’s progress
 - Reasonable access to staff
 - Opportunities to volunteer and participate in their child’s class
 - Observation of classroom activities
 - Additional Professional Development Activities as needed
- d. P.S. 169 will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers program, and public pre-school and other programs and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:
- Making PTA room available
 - Making Primary Parent room available
 - The Parent Coordinator will make parent room available
 - The guidance Counselor will be available to assist

Parental Responsibilities

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

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

- Becoming involved in developing, implementing, evaluating, and revising the school-parent involvement policy
- Participating in or requesting technical assistance training that the local education authority or school offers on child rearing practices and teaching and learning strategies
- Working with my child/children on schoolwork: read for 15 to 30 minutes per day to Kindergarten through 1st grade students; and listen to Grade 2 and 5 students read for 15 to 30 minutes per day
- Monitoring my child’s/children’s:
 - Attendance
 - Homework
 - Television watching
- Making sure my child is on time and prepared every day for school;
- Monitoring attendance;
- Talking with my child about his/her activities every day;

- Scheduling daily homework time;
- Providing an environment conducive to study;
- Making sure that homework is completed; and
- Monitoring the amount of television my children watch

- Volunteering in my child’s classroom;
- Participating, as appropriate, in decisions relating to my children’s education;
- Participating in school activities on a regular basis;
- Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate;
- Reading together with my child every day;
- Providing my child with a library card;
- Communicating positive values and character traits, such as respect, hard work and responsibility;
- Respecting the cultural differences of others;
- Helping my child/children accept consequences for negative behavior;
- Being aware of and following the rules and regulations of the school and district;
- Supporting the school’s discipline policy; and
- Expressing high expectation and offering praise and encouragement for achievement

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

(NOTE: The NCLB law does not require school personnel and parents to sign the School-Parent Compact. However, if the school and parents feel signing the School-Parent Compact will be helpful, signatures may be encouraged.)

- e. P.S. 169 will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title 2 participating children in an understandable and uniform format, including alternative formats upon request, and , to the extent practicable, in a language the parents can understand:
 - We send correspondence in multiple languages (Spanish, Chinese, English, and Arabic)
 - Family workers translate into these languages as well

Adoption
 This School Parental Involvement Policy and the School Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title 1, Part A programs, as evidenced by the joint completion of this document.

This policy will be adopted by P.S. 169 on 10/4/13 and will be in effect for the period of one year or until revised. The school will distribute this policy to all parents of participating Title 1, Part A children on or before October 4, 2013.

Principal’s Signature: ___see attached_____

Date: _____see attached_____

- Scheduling daily homework time;
 - Providing an environment conducive to study;
 - Making sure that homework is completed; and
 - Monitoring the amount of television my children watch
- Volunteering in my child's classroom;
 - Participating, as appropriate, in decisions relating to my children's education;
 - Participating in school activities on a regular basis;
 - Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate;
 - Reading together with my child every day;
 - Providing my child with a library card;
 - Communicating positive values and character traits, such as respect, hard work and responsibility;
 - Respecting the cultural differences of others;
 - Helping my child/children accept consequences for negative behavior;
 - Being aware of and following the rules and regulations of the school and district;
 - Supporting the school's discipline policy; and
 - Expressing high expectation and offering praise and encouragement for achievement

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

NOTE: The NCLB law does not require school personnel and parents to sign the School-Parent Compact. However, if the school and parents feel signing the School-Parent Compact will be helpful, signatures may be encouraged.)

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 - We send correspondence in multiple languages (Spanish, Chinese, English, and Arabic)
 - Family workers translate into these languages as well

Adoption
 This School Parental Involvement Policy and the School Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title 1, Part A programs, as evidenced by the joint completion of this document.

This policy will be adopted by P.S. 169 on 10/4/13 and will be in effect for the period of one year or until revised. The school will distribute this policy to all parents of participating Title 1, Part A children on or before October 4, 2013.

Principal's Signature: Joseph Louie
 Date: 12/20/13

**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 15	Borough Brooklyn	School Number 169
School Name The Sunset Park School		

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 Joseph Iorio, A.P.	Assistant Principal Tina Hatzimichalis
Coach n/a	Coach n/a
ESL Teacher Yesenia Caccamo	Guidance Counselor
Teacher/Subject Area A. Lopez, Bilingual, Spanish	Parent Debbie Rius- PTA President
Teacher/Subject Area K. Leung, Bilingual, Chinese	Parent Coordinator Julie Guevara
Related Service Provider Sonia Tulier	Other C.K. Leung, Family worker
Network Leader(Only if working with the LAP team) Cynthia Felix	Other Jennifer Funes-Gonzalez, A.P.

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.	11	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	11	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	3
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	2	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	9	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1652	Total number of ELLs	697	ELLs as share of total student population (%)	42.19%
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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): Spanish, 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	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	3	3	3	3	1	1								14
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
self-contained	2	2	2	1	2	0								9
Push-In	5	5	5	5	5	5								30
Total	10	10	10	9	8	6	0	53						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	697	Newcomers (ELLs receiving service 0-3 years)	638	ELL Students with Disabilities	40
SIFE	20	ELLs receiving service 4-6 years	63	Long-Term (completed 6+ years)	1

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	200	17	0	4	0	0	0	0	0	204
Dual Language		0	0	0	0	0	0	0	0	0
ESL	433	3	0	59	0	0	1	0	0	493
Total	633	20	0	63	0	0	1	0	0	697

Number of ELLs who have an alternate placement paraprofessional: 24

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	25	29	27	22	0	0								103
Chinese	52	64	52	51	27	31								277
SELECT ONE														0
TOTAL	77	93	79	73	27	31	0	380						

*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
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	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	27	38	21	5	25	15								131
Chinese	17	62	36	23	31	24								193
Russian														0
Bengali			2	1										3
Urdu														0
Arabic	2	5	1	2		1								11
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	1	1												2
Albanian														0
Other				1										1
TOTAL	47	106	60	32	56	40	0	341						

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)	83	18	20	16	21									158
Intermediate(I)	94	45	19	15	22									195
Advanced (A)	149	63	54	31	39									336
Total	326	126	93	62	82	0	689							

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	34	24	3	0	61
4	36	19	1	0	56
5	82	31	8	0	121
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	12	1	19	8	4	6	0	2	52
4	16	2	14	8	4	12	2	4	62
5	64		33		27		11		135
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	2	0	6	2	28	11	10	8	67
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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)	5	15	7	8				
Chinese Reading Test	5	13	27	30				

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
The tools we use to assess the early literacy skills of our ELLs are DRA2, Fountas and Pinnell and Interim assessments. Teachers

also conduct ongoing informal assessments such as running records, conferring and evaluating student's portfolios, etc. Spanish bilingual pedagogues utilize the Estrellita program while our Chinese bilingual pedagogues use materials purchased from China Sprout. Teachers and RTI personnel are aware of each student's proficiency level (NYSESLAT). Information gathered from formal/informal assessments help guide ESL instruction. Likewise, data gathered from the NYSESLAT subtests are used to identify patterns across the modalities which affects our instructional decisions. In recent years, we've noticed the reading/writing subtests are the modalities we must closely focus on. Additional academic instruction based on the results of the NYSESLAT subtests are used to form our extended- time /Saturday Academy programs. The data collected & analyzed through these formal assessments help us plan instruction for our ELLs.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data across the proficiency levels (on the LAB-R and NYSESLAT) show that students excel in the listening and speaking portion. Although we have shown great progress in the reading subtest on the NYSESLAT, the writing subtest needs the most improvement and is our main focus in our instruction for ELLs.
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 patterns across the NYSESLAT modalities help us to decide what support teachers and students need. We are able to monitor our areas of needed improvement to help us differentiate & scaffold instruction to better meet the needs of our students. On our Accountability report, although our ELLs have not met the Annual Measureable Achievement objectives in English Language Arts, they did meet them in mathematics. The majority of ELLs score within levels 1 and 2 (about 80 percent) in ELA.
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. 14 ELL students scored level 3 & 4 on the 2013 ELA exam compared to 115 monolingual students on the same grades.
On the native language exams (ELE for Spanish / Chinese Reading Test for the Asian students) 72 students scored at levels 3 & 4.
b/c. We currently do not administer the ELL Periodic Assessments.
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 forms of data to guide instruction for ELLs; such as: DRA2, NYSESLAT results, running records, conference notes, Benchmark mathematics exams, unit math assessments and State ELA and Math scores. Based on the data, the classroom teachers identify students that struggle in math and ELA. Teachers will have a variety of screeners to indicate which students need instruction in the tier 2 level of the RTI framework. Tier 2 teachers further use data from progress monitors to determine if the instruction has met the needs of the students. This data will also show if students can move back to tier instruction or into a tier 3 which is a more intensive instruction to meet their needs.
Some screeners we utilize are: DRA2 Benchmark Reading Levels, Reading levels Performance Chart, math benchmark, .math benchmark checklist, small group conference notes, rubrics for writing performance.
6. How do you make sure that a child's second language development is considered in instructional decisions?
We make sure our students second language is considered when making instructional decisions by analyzing student data to identify trends and gaps. This information guides our instructional decisions in terms of lesson modifications, scaffolds and materials used. To help determine when to increase the amount of English used in our transitional bilingual classes, we collect & analyze data gathered from informal assessments as well as formal assessments such as the LAB-R, NYSESLAT, the ELE (Spanish Native Language exam) and the Chinese Reading test, we also use ATS reports such as the admission report, exam history, RYOS (years of service), RLAT, & RMSR. For new registered ELL students, the interview with the parents is used to gather information on the child's educational history/background.
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?

Not applicable

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
To help us meet our school's AYP for ELLs, we evaluate the success of our ESL programs by analyzing the growth of our students in each modality of the NYSESLAT. We also monitor our strengths & areas of needed improvement by reviewing the results of all standardized exams.

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](#).)
The ELL identification process first includes the administration of the Home Language Identification Survey (HLIS) to determine eligibility for LAB-R testing. Procedures are outlined below:
 1. During registration, parents must complete the HILS form in the language of their choice.
 2. A licensed pedagogue reviews the HLIS, conducts an informal oral interview with the student in English and in their Native language, then enters the OTELE Alpha language code.
 - a. If the student does not speak another language, then he/she is not an ELL and placed in a monolingual class setting.
 - b. If the HLIS indicate that a language other than English is spoken in the child's home, the student is administered the LAB-R within 10 days.
 - c. If the student's home language is Spanish and scores below proficiency on the LAB-R, he/she is then given the Spanish Lab to determine language dominance.
 - d. We then send letters home notifying parents of their child's eligibility status based on LAB-R results.The person(s) responsible for conducting the initial screening & administering the HLIS are licensed pedagogues (Principal, assistant principals, ESI/bilingual pedagogues. Family workers are utilized for translation purposes if needed.
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.
To inform parents of our programs, we invite them to view the ELL Parent Program Orientation Video in the language of their choice. Once parents are informed of the program options, they complete Appendix D (parent survey & program selection form). We then place the student within 10 days of enrollment in the parent's first choice if available. If a parent's choice is not currently available at our school i.e. Dual Language program, we refer them to two of our neighboring schools that offer the program. The selected staff members involved in this process are as follows:
 - 1 Spanish Bilingual pedagogue
 - 1 ESI/ Liaison pedagogue
 - 2 family workers (Chinese speaking for translation)
 - 1 parent coordinator (Spanish speaking for translation)
 - 1 Assistant principal
 - Principal
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](#)].)
After analyzing the data on ATS report RLAT, we ensure that all of our ELLs who continue to be entitled for services receive an Entitlement Letter informing parents of their child's ELL status. Our 2 ESL/Bilingual pedagogues/liaisons distribute and keep adequate records of all parent letters sent home & placed in a binder (room 439/ESL office) for future reference. The Parent Survey & Program Selection forms are distributed by the pupil accounting secretary during registration and after viewing the

Parent Orientation video. Once completed, the form is then given to an administrator for review and determination of program placement. The original Appendix D is placed in the student's cumulative record while a copy is stored & filed in the main office by the pupil accounting secretary.

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/procedures used are as follows:

1. Parent is given the HLIS to complete, an informal oral interview is conducted by a licensed pedagogue to determine language code hence LAB-R testing eligibility.
2. Once the student is identified as an ELL, the parent is invited to view the Parent Orientation video to learn about program options.
3. The parent is given the Appendix D to complete which is then viewed by an administrator for program placement.
4. Parents are notified of their child's entitlement & placement via entitlement/placement letters that are sent home.

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.

The testing coordinator and the ESL/Bilingual liaisons work closely together to carefully identify all ELLs within the whole school as

well as in each grade using ATS reports such as the RLAT, RLER, ROCL, etc. We diligently keep record of any student(s) absent during the testing period and provide them with a make up period. We ensure that each & every ELL student is administered all 4 parts of the NYSESLAT within the allotted time frame.

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.  By viewing and analyzing the Parent Survey & Program Selection forms, we monitor parent choices. In recent years, we have noticed that the trend has been that parents are choosing Free-Standing ESL as their first program choice. Because of this noticeable trend, we have increased our Free-Standing ESL programs to be aligned with parent's first choice. We have increased our number of ESL pedagogues as well. We have also put in place a tracking system to help us monitor parents' 1st choice in program selection to better meet the needs of our parents & community. We are continuously building alignment between parent choice and program offerings by reviewing parent choices initially and throughout the year. We use this data to open & adjust programs.

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])?
 - 1a. The organizational models that we have in place are as follows:
 1. ESL self-contained classes: There are 8 self-contained ESL classes in grades k-4. Teachers use ESL methodologies to teach all content areas. Precise vocabulary is emphasized in order to meet the needs of ELLs.
 2. ESL Push-in and Pull-out models: These programs provide ESL instruction for ELLs currently in monolingual classes from grades k-5. The students are serviced daily by licensed ESL providers in a small group setting. Differentiated instruction is driven by on-going formal/informal assessments such as running records, conferring, DRA2, etc.
 3. Transitional Bilingual Classes: We have four Spanish bilingual classes from grades K-5, ten Chinese bilingual classes from grades K-5. We are currently using the Estrellita Spanish Program for NLA in first and third grade bilingual classes. In addition, NLA is taught through Social Studies and Science in all bilingual classes. Content areas social studies & science trade books in the native language (Spanish & Chinese) are also utilized. Throughout the grades, students at the beginning level receive 60% of their daily instruction in native language (L1) and 40% in English (L2) in the bilingual classes. The ratio will shift as 50:50, then 75% in English and 25% in native language as the students progress in their second language acquisition.
 - 1b) Bilingual and ESL students' placement is based on their age, LAB-R scores and/or NYSESLAT proficiency levels. All classes are heterogeneously grouped. More advanced students are placed into ESL self-contained classes.
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)?

To ensure that the CR Part 154 instructional mandated minutes are delivered in each program model, we have done the following:

 - the NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grade K-8 chart is provided and explained to all ELL teachers during grade conferences.
 - . All ESL/Bilingual pedagogues are instructed to give the necessary mandated minutes according to proficiency levels. Beginner/Intermediate levels are provided with 360 minutes per week of ESL instruction. Advance level are provided 180 minutes of ESL instruction per week. Bilingual pedagogues provide a minimal of 45 minutes per day in Native Language Arts in the content areas of Science & Social Studies.
 - Teachers are required to submit their program cards indicating the mandated units of ESL instruction as per CR part 154.
 - Teachers are required to use the data available on ARIS to review their students' English proficiency levels.
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.

We use a variety of programs and instructional approaches to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards:

 - We are currently implementing ReadyGen- a reading program that is aligned to the Common Core Standards. It has a component of domain-specific vocabulary that enhances vocabulary development for ELLs. It stresses close reading to enable students to comprehend through the anchor text over a period of time.
 - The school follows the city Scope and Sequence by using HMH Social Studies program. Bilingual classes in the early grades use native language books to reinforce concepts taught in Social Studies. However, due to a lack of native language materials in the upper grades in Social Studies, teachers need to create their own materials in Chinese. In addition, social studies concepts are integrated through the use of Junior Great Book methodologies which enhances deep comprehension. For bilingual classes, teachers are encouraged to use similar text written in the native language. This approach ensures that all students have access of the text to be able to develop critical thinking skills.
 - Foss is a science program that is implemented in all the grades. It is a hands-on investigation based program. It provides specific vocabulary and reading components. This program provides a Spanish version but not Chinese. Therefore, again Chinese Bilingual pedagogues need to explore other resources.
 - We are also implementing a new math program this year called GoMath. All teachers of ELLs use ESL methodology to teach

this comprehensive program. This program is aligned to CCLS. It includes RTI and scaffolding components that support our ELLs. This program emphasizes domain-specific vocabulary which enhances the language development of ELLs.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
In the Spanish bilingual classes, Estrellita is used to evaluate native language proficiency. The Chinese bilingual pedagogues generate their own on-going formative assessments. Both the ELE and the Chinese Reading Tests are administered during the spring. The results provide us with the necessary information we need to better evaluate our native language instruction.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
We ensure that our ELLs are appropriately evaluated in all four modalities by continuously using informal & formal assessments throughout the year. Since we are currently implementing the ReadyGen reading program this year, teachers of ELLs evaluate the modalities by scaffolding & differentiating instruction within each component. For instance, the "team talk" component in every lesson promotes peer interaction through verbal discussion & listening. The "close reading" is another component of the program which not only help students acquire a deeper understanding of the text, but also helps them with the writing tasks. Teachers also implement Junior Great Book methodologies to evaluate students' progress.
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. We currently have 20 SIFE students in the upper grades. We offer SIFE students After-School tutoring and Saturday Academy small group instruction. In addition, we've included this population ion our early morning Extended-Time program for ELA & Math.

b. Our plan for ELLs who have been here less than 3 years is placing them in a Bilingual class if available & by parent choice. We also place students in a self-contained ESL class. We have partnered up with two outside community- based after school programs. These organizations provide vital services to many of our newcomers.

c./D. Our long-term ELLs are selected to attend our After-School tutorial program and Saturday Academy providing support and intervention.

e. Former ELLs are placed in RTI small group instruction for further ongoing support.
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?
ELL-SWDs require a multitude of instructional strategies with a focus on multi-sensory teaching. Teachers must develop instructional strategies with a clear understanding of the learning styles of all the learners. An analysis of the IEP will provide significant information on the profile of the student. Many ELL-SWDs may require a combination of learning styles and approaches such as visual, auditory, kinesthetic, or tactile. We purchase and implement grade-level materials to provide students with access to academic content as well as to accelerate English language development. The most important aspect is to tap into the strengths of the learner as well as provide high interest, rich literature materials in order to foster engagement in the classroom.
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?
Across the grades ELL-SWDs are given high expectations and share the same curriculum. However, specific modifications and scaffolding strategies along with UDL (Universal Design for Learning) are embedded in order to address the students' needs and monitor growth. The models we currently have for ELL-SWDs are: Special Ed. self-contained (12:1), ICT, push-in/pull-out, and mainstream being the least restrictive environment. We've concluded that the best practices in special education promote strategies that support UDL in order to achieve IEP goals and to enable students with learning differences to excel in the least restrictive environment.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

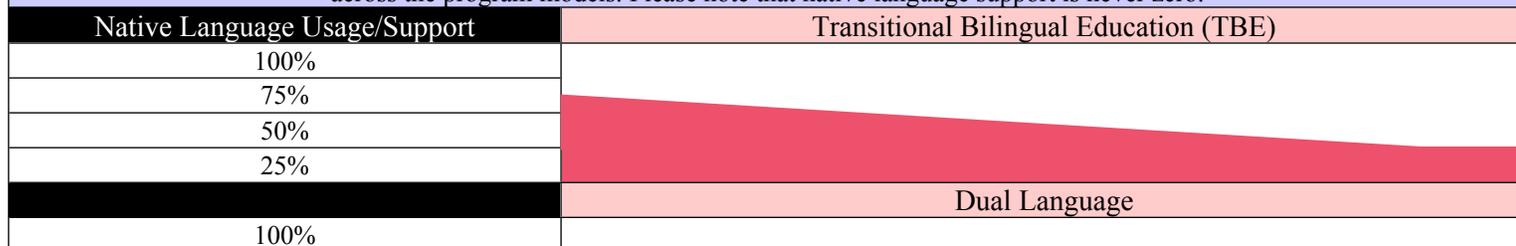
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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.



75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

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.
- Some of our targeted intervention programs for ELLs in ELA, math, & content areas are:
- *ELA RTI groups in each grade
 - *Math RTI groups in each grade
 - *Guided reading/writing groups
 - *Small group instruction by pedagogues & paraprofessionals
 - *Provide additional small group instruction before school, after-school, and on Saturdays (Saturday Academy)
 - *Content area teachers (clusters) are provided with ongoing professional development on how to implement ESL methodologies in the content area being taught.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Currently we are implementing two new programs, ReadyGen (reading program) & GoMath. Although this reading program claims to be Common Core aligned, we are discovering that it is limited in providing sufficient scaffolding for ELLs. Some of our concerns are as follows:
- The lessons are very difficult & lengthy
 - The content is too difficult for many of our newcomers, especially in the upper grades
 - Since this program is new, we need time to determine its effectiveness.
- GoMath is a math program that provides a very hands-on approach for all students.
- Teachers have access and flexibility to utilize the on-line component of the program
 - It has an RTI component to enrich and reteach concepts
- Although this program can be very lengthy, it provides sufficient support. However, it is important that the program provides materials written in different languages to help parents support their children at home. This will also support ELLs taking the state math exams in their language.
11. What new programs or improvements will be considered for the upcoming school year?
- Due to the drastic demographic influx of Asians in our community, the Chinese population in our school is now more than 50%. It is necessary to consider opening a Dual Language Program to better serve the growing population. Research has shown that first language will foster second language acquisition. Summer institutes should be provided for newcomers who have been here less than three years. These summer institutes should provide a more hands-on approach such as field-trips for students to gain new experiences & explore the new language and environment.
12. What programs/services for ELLs will be discontinued and why?
- N/A
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- We offer our ELLs equal access to different programs such as:
- *small group instruction before-school, after school, and Saturday Academy
 - *Enrichment Clubs which takes place once a week to provide newcomers the opportunity to learn English through social interaction & activities.
 - *partnerships with outside organizations such as: Center for Family Life, PRY program, Sunset Park after-school programs, Sunset Park Alliance Club, etc.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Every classroom is provided with computers, laptops, a smartboard, Promethean Activ-Table (computerized interactive table), an ELMO, scanner, printer/copy machine, etc. We've also purchased learning software for ELLs such as RazKids, WorldBook, BrainPop, etc. in which students have the opportunity to log-in at home. These programs provide supplemental support for our ELLs in reading, math, social studies and science.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is delivered in our transitional bilingual program by bilingual pedagogues utilizing the purchased native

language arts materials such as Estrellita for Spanish classes & trade books from China Sprout for Chinese classes. Following the CR Part 154 mandates, we embed native language arts instruction into our daily schedule in which students speak, listen, read & write in their native language.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
We purchase and implement appropriate grade level resources/materials to effectively correspond to our ELLs in order to develop effective instructional strategies. Goals are not only based on grade levels, but on students' language acquisition stages as well.
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.

As of now, we do not have a program in place for newly enrolled ELL students before the beginning of the school year; however, we are currently considering options for implementing one.

18. What language electives are offered to ELLs?
N/A:
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)?

N/A - We currently do not have this program.

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. Some professional development we provide for all of our ELL personnel are: study groups, on-site ESL/Bilingual workshops on SIOP, NYSESLAT data analysis, ESL methodologies, Language Acquisition, R.T.I for ELLs, ESL technology (i.e. software, programs). Teachers are encouraged to attend off-site workshops.
 2. During our scheduled on-site monthly ESL/Bilingual meetings, we offer professional development on how to best intergrate the Common Core Learning Standards into our teaching of ELLs. Teachers also attend various off-site ESL workshops.
 3. We provide support For our 5th grade ELLs as they transition from elementary to middle school by arranging visits to neighboring schools. We offer workshops for parents to inform & assist them during the application process. We write recommendation letters for our ELLs when needed. We have an annual "Career Day" in which we invite outside professionals to come and speak to our graduating class.
 4. We provide the required hours of ELL training for all staff during our grade conferences, study groups , inquiry, all day PD. We keep track of all personnel that attend on-site/off-site ELL training and schedule time to turn-key during grade conferences/monthly ESL/Bilingual meetings. Our school payroll secretary also keeps a record of any personnel that attends PD.

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. ELL parental involvement at our school is an active and ongoing component. Some specific activities that foster parental involvement are as follows:
 - *monthly parent workshops
 - *parent participation on our School Leadership Team
 - *monthly PTA meetings
 - *Adult ESL classes
 2. Our school partners up with many outside agencies and/or Community Based Organizations such as:
 - *Center for Family Life, The PRY program, Health Plus, Children of the City, Virtual Y Prog., China Plan Council, Neighbors helping Neighbors, Lutheran Medical Center, Maimonides Medical Center, Sunset Park After-School Prog., Sunset Park Alliance Club.
 3. We evaluate the needs of our parents by promoting an open door policy. Our parents are always welcomed to speak to our parent coordinator and/or our family workers to express any concerns. A full time Spanish speaking parent coordinator along with our two full time Chinese speaking family workers are always available to discuss any questions parents may have. To communicate with our parents that speak another foreign language, we contact the Translation Unit for assistance.
 4. Our activities address the needs of our parents by promoting open communication. We frequently survey our parents' needs & concerns, we then develop & offer onsite workshops to address these needs, for example, we conduct workshops on topics such as: health, domestic violence, how to support their child's education, community services available, outreach programs, ESL classes for parents, stress management, Common Core standards, NYSESLAT, ELA/Math, immigration, etc.

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.

In recent years, we have demonstrated progress in our NYSESLAT results across the grades. In analyzing the data and monitoring students' growth, we've noticed students' scale scores have increased in all four language modalities. Therefore, rapid movement within the language proficiency levels are clearly shown. Considering our large number of newcomers (0-3yrs), more than 65% of our ELLs scored Advance in the 2013 NYSESLAT.

Part VI: LAP Assurances

School Name: P.S.169 The Sunset Park School

School DBN: 15K612

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		12/17/13
	Assistant Principal		12/17/13
	Parent Coordinator		12/17/13
	ESL Teacher		12/17/13
	Parent		12/17/13
	Teacher/Subject Area		12/17/13
	Teacher/Subject Area		12/17/13
	Coach		12/17/13
	Coach		12/17/13
	Guidance Counselor		12/17/13
	Network Leader		12/17/13
	Other		12/17/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 to 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 15k169

School Name: The Sunset Park School

Cluster: 6

Network: 612

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

Part A: Needs Assessment Findings

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

Data from the RSEC (Office Class Ethnic Census Report) and RAPL (Audit Preferred Language Report) indicates that 47% of the student population is Hispanic and 46% is Chinese, therefore notices are printed in English, Spanish and Chinese. Oral interpretations are available on-site in Chinese and Spanish at PTA meetings, parent workshops and parent conferences.

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.

This is our major finding, which were gathered from the Home Language Survey, continue to be all oral and written communication in 3 languages: English, Chinese & Spanish. Information
Parent Coordinator, Family Workers
Parents and teachers who indicated a need for translation and interpretation services. These findings were communicated at School Leadership. PTA meetings and to the staff at grade meetings.

Part B: Strategies and Activities

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

Written translation services are provided in-house by staff members. Should additional services be needed, Light and Love and the Brooklyn Chinese Association provide translations in 3 Chinese dialects. School notices are provided to parents in timely fashion in English, Chinese and Spanish.

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.

On site language interpretation is done by family workers who speak Chinese. Additional interpretation is provided by staff members who speak Spanish, Mandarin and Cantonese. Services for parents other than Spanish and Chinese (Russian, Polish, Arabic) is most often done by accompanying family/friends of the family. If needed services can be made contracted.

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

The primary language spoken by the parent(s) of each student is determined when the child is registered a P.S. 169. Written

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: P.S. 169K	DBN: 15K169
Cluster Leader: J. Ruiz	Network Leader: M. Nell
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: Trips
Total # of ELLs to be served: 350
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 12
of certified ESL/Bilingual teachers: 12
of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

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

- Extended Time Program

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

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

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

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

Part C: Professional Development

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

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

Begin description here:

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

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

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

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

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

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

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here:

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

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

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

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

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

- Introduction to ARIS system

Part D: Parental Engagement Activities

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

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

On-Site

Project Reach Youth Lutheran Medical (PRY)

Center for Family Life

Off-Site

Children of the City

Light & Love

Sunset Park Recreation Center/Health Plus Ameri Group

City Council Office

Assemblyman’s Office

Lutheran Medical

Part E: Budget

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

Allocation Amount: \$79980

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$48,801.49	Extended Day 55 hrs. X 9 teachers = (495 hours) 24,844.05 Saturday Academy 53 hours X 4 teachers = (212 hours) 10,640.28

Part E: Budget

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

Allocation Amount: \$79980

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

