



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: THE JACKSON HEIGHTS SCHOOL
DBN (i.e. 01M001): 30Q069
Principal: MARTHA G. VAZQUEZ
Principal Email: MVAZQUE11@SCHOOLS.NYC.GOV
Superintendent: DR. PHILIP COMPOSTO
Network Leader: MR. QADIR B. DIXON

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
Martha G. Vazquez	*Principal or Designee	
Deborah Strack Cregan	*UFT Chapter Leader or Designee	
Nora Bibb	*PA/PTA President or Designated Co-President	
n/a	DC 37 Representative, if applicable	
n/a	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
n/a	CBO Representative, if applicable	
Paul Alper	Member/ Teacher	
Alexander Gelfand	Member/ Parent	
Nancy Hill	Member/ Teacher	
Kenneth Hughes	Member/ Teacher	
Susanna Jones	Member/ Parent	
Thara Manish	Member/ Parent	
Syed Rahman	Member/ Parent	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, there will be a 6% increase in the number of 4th grade students scoring at levels 3 and 4 in the New York State ELA as evidenced by the results of the 2013 New York State ELA Test.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

After an analysis of grade three students' performance on the 2011-2012 NYS ELA, it was determined that, when compared to grade 4 (48% at levels 3 + 4) and grade 5 (47% at levels 3 + 4) students, a smaller percentage of grade 3 (39% at levels 3 + 4) students are achieving at levels 3 + 4. As a result, we have made grade 4 students a priority goal for the school year 2013-2014.

Instructional Strategies/Activities

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

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

1. All teachers will participate in professional development to support the implementation of the school's curricula.
2. All teachers, including cluster teachers, will plan and teach lessons and units that integrate the literacy and math Common Core instructional shifts where appropriate.
3. All teachers, including grade 4 teachers, will adjust their lessons, units, and classroom assessments to address the gap between what the standards require and what their students know and are able to do.
4. Continue the work on questioning and discussion techniques as we focus on teaching practices to promote discussion in our classrooms that will lead to student growth.

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

1. All teams (Grade level teams, Inquiry teams, and subject areas) will evaluate student assessments a minimum of three times using a prescribed protocol for looking at student work.
2. Grade level teacher teams will develop resources to support the curriculum implementation

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

1. Teacher teams, with the support of the Data Specialist, will analyze the results of the internal assessments as compared to the Performance Based Assessments to evaluate the alignment between the internal and external assessment data with a target of $\leq 15\%$ deviation in the scoring alignment.

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

1. Teachers, teacher teams, and administrators will analyze the results of the internal assessments, comparing them to the PBA a minimum of three times per year (i.e., October, December, and April).

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

1. Through a school based option, we have programmed four half days this school year for the purpose of collaboration, data analysis, curriculum development and teacher team meetings. We will continue to use weekly common planning time to plan lessons, strategies, and student progress as well as share best practices. Grade Level Teacher Teams of 2-3 teachers per grade, will meet during the day (per diem coverages) as well as before or after school (per session rate) during cycles of planning to plan lessons and units integrating the literacy and math Common Core instructional shifts. Teachers on each grade, including the fourth grade, will continue to attend professional development sessions offered by the DOE for ReadyGen, and turnkey the information to all teachers. In addition, our school used a school based option to designate Wednesday and Thursday afternoons, during the extended day time, for professional development for teachers focused on the new teacher evaluation system and the scoring associated with the local measures of student performance. This time dedicated to supporting teachers is critical as a tool to help students reach the higher standards through high quality teaching. Administrators are engaging in frequent cycles of observations and feedback using the Danielson Framework for Teaching to support teacher growth. Teachers have engaged in inquiry during the past two years paying particular attention to their practices related to questioning and discussion techniques. They have engaged in intervisitations, coaching, professional development, and feedback to deepen their understanding of this component of the Danielson Framework and improve instruction and student learning. Their practice will be measured using the Danielson rubric.

We are using ReadyGen units of study as well as continuing to use the teaching strategies that have been successful to teach reading comprehension skills and

writing skills. Monthly parent letters allow parents to know the skills being taught and give parents suggestions for supporting their children at home. A reading specialist push in teacher supports students in small groups during the reading period. Administration meets weekly with literacy coaches in order to review the areas of need and the professional development needed to support teachers. Teachers and administrators monitor the progress of students using running records (October, December, and April) and unit performance tasks at the completion of each unit.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Monthly Literacy Letters are sent home to keep parents informed of what their children are learning as well as give parents suggestions on how to help their children. Parent involvement workshops given before, during, and after school, focus on parents and children learning together. This includes reading together. We also encourage parents to read to their child every day and provide a monthly calendar for logging their reading together and incentives to encourage it. Parents are invited to reading celebrations in the classrooms and to our enrichment celebrations which are literacy based. AIS and classroom teachers will be holding individual meetings with parents of students who scored a level 1 and below the designated scale score for level 2 students, in order to share information about the State Common Core exams and college and career readiness and share strategies to address the gap between what the standards require and what the student knows and is able to do. Parent "testing orientation" meetings are scheduled in February to engage parents in supporting and managing test preparation period for their children.

Budget and Resource Alignment

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

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

Contract for Excellence
ARRA RTTT Data Specialist

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014, there will be a 5% increase in the number of 4th grade students scoring at levels 3 and 4 in the New York State Mathematics Test as evidenced by the results of the 2013 New York State Mathematics Test.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

After an analysis of grade three students' performance on the 2011-2012 NYS Mathematics exam, it was determined that, when compared to grade 4 (57% at levels 3 + 4) a smaller percentage of grade 3 (46% at levels 3 + 4) students are achieving at levels 3 + 4. As a result, we have made grade 4 students a priority goal for the school year 2013-2014.

Instructional Strategies/Activities

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

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

1. All teachers will participate in professional development to support the implementation of the school's curricula.
2. All teachers, including cluster teachers, will plan and teach lessons and units that integrate the literacy and math Common Core instructional shifts where appropriate.
3. All teachers, including grade 4 teachers, will adjust their lessons, units, and classroom assessments to address the gap between what the standards require and what their students know and are able to do.
4. Continue the work on questioning, discussion techniques, and problem solving, as we focus on teaching practices to promote discussion in our classrooms that will lead to student growth.

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

1. All teams (Grade level teams) will evaluate student assessments a minimum of three times during the year using a prescribed protocol for looking at student work.
2. Grade level teacher teams will develop resources to support the curriculum implementation

3. Math Teacher Specialists will support the professional development, and planning and preparation as we implement the new mathematics curriculum.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Teacher teams, with the support of the Data Specialist and Math Teacher Specialist, will analyze the results of the internal assessments as compared to the Performance Assessments to evaluate the alignment between the internal and external assessment data with a target of $\leq 15\%$ deviation in the scoring alignment
D. Timeline for implementation and completion including start and end dates
1. Teachers, teacher teams, and administrators will analyze the results of the internal assessments, comparing them to the PBA a minimum of three times per year (i.e.,
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
Through a school based option, we have programmed four half days this school year for the purpose of collaboration, data analysis, curriculum development and teacher team meetings. We will continue to use weekly common planning time to plan lessons, strategies, and student progress as well as share best practices. Math Specialist push-in teacher will guide and support planning of lessons and units integrating the literacy and math Common Core instructional shifts. Teachers on each grade, including the fourth grade, will continue to attend professional development sessions offered by the DOE for GoMath, and turnkey the information to all teachers. In addition, our school used a school based option to designate Wednesday and Thursday afternoons, during the extended day time, for professional development for teachers focused on the new teacher evaluation system and the scoring associated with the local measures of student performance. This time dedicated to supporting teachers is critical as a tool to help students reach the higher standards through high quality teaching. Administrators are engaging in frequent cycles of observations and feedback using the Danielson Framework for Teaching to support teacher growth. Teachers have engaged in inquiry during the past two years paying particular attention to their practices related to questioning and discussion techniques. They have engaged in intervisitations, coaching, professional development, and feedback to deepen their understanding of this component of the Danielson Framework and improve instruction and student learning. Their practice will be measured using the Danielson rubric.
We are using GoMath as the instructional program for our school. A math specialist push in teacher supports students in small groups during the math period. Administration meets monthly with math specialists in order to review the areas of need and the professional development needed to support teachers. Teachers and administrators monitor the progress of students using math unit pre and post tests. Grade Level Teacher Teams meet during common planning monthly to plan lessons and units.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parent involvement workshops given before, during, and after school, focus on parents and children learning together. A workshop for parents on "ThinkCentral" will also support independent learning at home. AIS and classroom teachers will be holding individual meetings with parents of students who scored a level 1 and below the designated scale score for level 2 students, in order to share information about the State Common Core exams and college and career readiness and share strategies to address the gap between what the standards require and what the student knows and is able to do. Parent "testing orientation" meetings are scheduled in February to engage parents in supporting and managing test preparation period for their children.

Budget and Resource Alignment

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

x	Tax Levy	x	Title IA	x	Title IIA	x	Title III		Set Aside		Grants

List any additional fund sources your school is using to support the instructional goal below.

ARRA RTTT Data Specialist

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014, there will be a 3% gain in the number of students with disabilities, English Language Learners, and students with the lowest proficiency, reaching the 75th growth percentile in English language Arts as evidenced by the results of the 2013 New York State ELA and reported on the 2013-2014 Progress Report.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Analysis of the 2011-2012 ELLs, SWD, and students in the lowest third, supports the need to narrow the achievement gap.

Instructional Strategies/Activities

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

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

1. All teachers will participate in professional development to support the implementation of the school's curricula.
2. All teachers, including teachers of ELLs and Special Education teachers, will adjust their lessons, units, and classroom assessments to address the gap between what the standards require and what their students know and are able to do.
3. All teachers, including teachers of ELLs and Special Education teachers, will work with peers, coaches, and school leaders to achieve both rigor and access for all students, planning for interventions when appropriate.
4. Special Education teachers will ensure that individual supports and specialized instruction are aligned to the needs of the student and that goals are aligned to Common Core standards where relevant.
5. Teachers will share successful instructional practices and the evidence of their success.

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

4. All teams (Grade level teams) will evaluate student assessments a minimum of three times during the year using a prescribed protocol for looking at student work.
5. Grade level teacher teams will develop resources to support the curriculum implementation
 1. Math Teacher Specialists will support the differentiation, planning and preparation as we implement the new mathematics curriculum.
 2. Reading teachers will support the differentiation, planning and preparation as we implement the new literacy curriculum.
 3. Reading and Math teacher specialists will work directly with students in the lowest third to insure individualized support.
 4. ESL and Special Education teachers will work directly with ELLs and SWD in small groups to insure individualized support.

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

1. Teacher teams, with the support of the Data Specialist, Math Teacher Specialist, Reading teachers, ESL teachers, and Special Education teachers, will analyze the results of the internal assessments as compared to the Performance Assessments to evaluate the alignment between the internal and external assessment data with a target of $\leq 15\%$ deviation in the scoring alignment

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

1. A Teachers, teacher teams, and administrators will analyze the results of the internal assessments, comparing them to the PBA a minimum of three times per year (i.e., October, December, and April).

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

Through a school based option, we have programmed four half days this school year for the purpose of collaboration, data analysis, curriculum development and teacher team meetings. We continue to use weekly common planning time to plan lessons, strategies, and student progress as well as share best practices. Grade Level Teacher Teams of 2-3 teachers per grade, will meet during the day (per diem coverages) as well as before or after school (per session rate) during cycles of planning to plan lessons and units integrating the literacy and math Common Core instructional shifts. Teachers on each grade, will continue to attend professional development sessions offered by the DOE for ReadyGen, and turnkey the information to all teachers. In addition, our school used a school based option to designate Wednesday and Thursday afternoons, during the extended day time, for professional development for teachers focused on the new teacher evaluation system and the scoring associated with the local measures of student performance. This time dedicated to supporting teachers is critical as a tool to help students reach the higher standards through high quality teaching. Administrators are engaging in frequent cycles of observations and feedback using the Danielson Framework for Teaching to support teacher growth. Teachers have engaged in inquiry during the past two years paying particular attention to their practices related to questioning and discussion techniques. They have engaged in intervisitations, coaching, professional development, and feedback to deepen their understanding of this component of the Danielson Framework and improve instruction and student learning. Their practice will be measured using the Danielson rubric.

We are using ReadyGen units of study as well as continuing to use the teaching strategies that have been successful to teach reading comprehension skills and writing skills. Monthly parent letters allow parents to know the skills being taught and give parents suggestions for supporting their children at home. A reading specialist push in teacher supports students in small groups during the reading period. ESL push in teachers are also working with ELL students in small groups. ESL teachers are attending monthly Network provided professional development meetings for *Best Practices for Accessibility for All Students*, and our IEP Teacher and additional Special Education teachers attend Network provided monthly meetings on *Best Practices for Accessibility for All Students* conferences. SWD, ELL students, and students at risk also use iReady as a technology driven, individualized, reading intervention program. Administration meets weekly with literacy coaches in order to review the areas of need and the professional development needed to support teachers. Teachers and administrators monitor the progress of

students using running records (October, December, and April) and unit performance tasks at the completion of each unit as well as iReady progress reports.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parent involvement workshops given before, during, and after school, focus on parents and children learning together. A workshop for parents on "ThinkCentral" will also support independent learning at home. Raz Kids program will also support students in reading at home and iReady will provide individualized support to students in reading during the school day. AIS and classroom teachers will be holding individual meetings with parents of students who scored a level 1 and below the designated scale score for level 2 students, in order to share information about the State Common Core exams and college and career readiness and share strategies to address the gap between what the standards require and what the student knows and is able to do. Parent "testing orientation" meetings are scheduled in February to engage parents in supporting and managing test preparation period for their children.

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

By June 2014, P.S. 69 will score equal to or higher than other schools in the city in questions pertaining to engagement and safety & respect on the Learning Environment Survey.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

On questions pertaining to safety and respect and engagement, P.S. 69 scored lower than other schools in the city as well as when compared to schools serving similar populations.

Instructional Strategies/Activities

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

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

2. Form a focus group of teachers to determine the factors considered when responding to questions related to safety and respect on the Learning Environment Survey
3. Education of our faculty on the general safety of our school.
4. Discussion of the resources available at the school to support a focused learning environment.
5. Transparent information about the school's safety protocols and procedures.

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

1. Parent members of the School Leadership Team
2. Safety Committee members
3. Guidance and support staff
4. Teachers

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

1. Progress will be measured by a positive change in the scores in the Learning Environment Survey and by improved results when compared to other city schools and peer school averages.

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

1. January 2014 to March 2014 activities; the administration of the Learning Environment Survey in April and with results being shared when the Learning Environment Survey is made public.

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

1. Our School Leadership Team members will be pairing up to look at each area of the Learning Environment Survey; Safety and Respect and Engagement are of

particular interest and will be an area of focus during the school year for our SLT. A *Focus Group* to be scheduled at a mutually agreeable time with parent leaders and teachers will be formed to ask for input and information that may help us understand the results of the survey in these particular areas. OORS incident reports will be shared as well as any pertinent information, at grade meetings and faculty conferences with the intent of providing information about any possible misconceptions in these areas.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parent involvement during Parent Association meetings as well as Safety Committee Meeting open to the community in March. Monthly parent letters and communications to inform parents of programs at the school that contributes to building character and respect for all. Assemblies for students on the topics of pedestrian safety and discipline assemblies.

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

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

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

2.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

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

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	Individual or small group strategy lessons based on identified needs. After school ELA program with a class size of 15 students.	Small group instruction delivered by Reading Push-in teacher to all level 1 and 2 students as well as on flexible duration based on need. After school reading program for grades 3,4,5 students 2X per week. One Enrichment/Intervention teacher and paraprofessional provides cycles of instruction to K and 1 students in literacy.	Services are provided during the school day, during the literacy periods. After school ELA program is provided from January to April for students “at risk.” Enrichment/ Intervention cycles are provided during the day.
Mathematics	Individual or small group strategy lessons/ conferences based on identified needs. After school math program with a class size of 15 students.	Small group instruction delivered by Math Push-in teachers during the math periods to level 1 and 2 students as well as on flexible duration based on need, to grades 4,5 students. ESL push in teachers push in to grade 3 classrooms during their available periods. After school math program 2 times a week. from January to April.	Services are provided during the school day, during the math periods. After school math program 2 times a week. from January to April.
Science	Differentiated instruction based on student’s needs. Technology based instruction at the student’s level.	Small group instruction provided by classroom teacher during the science period. Technology based programs to individualize instruction. ELL students may have the services of an ESL push-in teacher to provide small group instruction with ESL strategies.	Services are provided during the school day, during the science periods.
Social Studies	Differentiated instruction based on student’s needs.	Small group instruction provided by classroom teacher during the social studies period.	Services are provided during the school day, during the social Studies periods
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Individual or group counseling as needed.	Guidance Counselor provides services for students on individual basis and forms groups based on commonalities. Guidance Counselor	Services are provided during the school day.

		<p>also plans and conducts schoolwide prevention activities in topics related to <i>Respect For All</i> initiatives, Character Education, etc.</p> <p>SAPIS counselor provides services for students at risk in small group.</p> <p>At risk services provided by School Nurse on an individual basis, as needed. School nurse also schedules two groups of students for a cycle each to address asthma education. In addition, Healthy Options Program is provided depending on the recommendations of FitnessGram assessment.</p> <p>At risk counseling services provides on an individual basis by school Psychologist and Social Worker.</p>	
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

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

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

Title I Status

Indicate with an "X" your school's Title I Status.			
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.

As needed, we recruit highly qualified teachers through reviewing resumes received in response to open posted vacancies which are reviewed by a personnel committee. We also receive resumes throughout the year and review them as vacancies open. In addition, we review resources such as New Teacher Finder and seek out candidates whose credentials indicate that they are highly qualified. Administrative staff is also aware of hiring fairs to identify highly qualified teachers. P.S. 69 attracts many applicants due to its special academic programs which include enrichment clusters, cultural studies, arts, and technology, as well as professional development opportunities and support offered to our teachers. In addition, mentors, grade leaders, and buddy teachers are assigned to support new teachers, teachers new to a grade, and/or teachers in need of support. Literacy Coaches and Math Teacher Specialists provide instructional support and professional development on an ongoing basis to teachers and to individual teachers as needed. This includes modeling instructional best practices, mentoring, and demonstration lessons to improve instruction. Teachers also attend professional development provided by our CFN and/or DOE.

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).

- Music Cluster teachers will attend the two day training on Aligning the Arts to the CCLS
- One music teacher is participating in the Artful Learning Grant for the third year and includes action research.
- Library cluster will attend four professional development sessions on the Danielson Framework of Teaching.
- Nine teachers will attend the Danielson Framework of Teaching Professional Development offered from the DOE
- K-5 classroom teachers and Math Specialists will attend the sessions of Go Math Professional Development offered from the DOE
- Literacy Coaches will attend the sessions of professional development offered by the DOE for the ReadyGen curriculum.
- K to 5 teachers will participate in the curriculum development and planning related to ReadyGen units of study.
- All teachers and paraprofessionals will participate in a minimum of 3 hrs per month of professional development/activities that build a shared understanding of the new system of teacher evaluation and development.
- Teacher teams will focus on planning lessons and units and strengthening teaching practice
- School administrators will continue to engage in calibration practice on Danielson's Framework for Teaching.
- School administrators will provide support to teachers through frequent classroom visits, actionable feedback, coaching, and professional development aligned to Danielson's Framework for Teaching, the Common Core, and other content standards.

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 *the intent and purpose* programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

- Literacy coaches are funded with TL FSF and Contract for Excellence.

- Dually certified ESL teacher is funded with FSF
- Per session for teachers working on curriculum development is being funded by TL Citywide Instructional Expectations
- Books, materials, and supplies and PD sessions are being funded by TL MOSL, TL FSF, and Title I SWP
- Software is funded by NYS STVP Software Voucher, Title I SWP, and TL Summer School Shared
- ESL teacher per session is funded with Title III

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.).

The Kindergarten teachers, Principal, Assistant Principals, and Parent Coordinator, meet with all parents and students who are entering Kindergarten for the upcoming school year. The parents are given a tour of the school by the Parent Coordinator, Assistant Principal, Social Worker, School Psychologist, Guidance Counselor, and teachers. PreK Social Worker offers parent workshops to the incoming parents on the prerequisite skills needed to enter kindergarten, the transition to Kindergarten, and the CCLS. The IEP teacher meets with all incoming special education parents during registration to ensure that services will be provided from the first day of school.

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.

Classroom teachers devised a task for each writing unit of study to be able to assess all students' strengths and weaknesses within the writing CCLS. The teachers also decided to use the Teachers College Writing Continuum to assess the student's On Demand writing as well as the final task to close the gaps within the individual student's learning. K to grade 2 Literacy Coach provides the professional development for the use of the Writing Continuum.

Classroom teachers devised a task for each critical area in math to be able to assess all students' strengths and weaknesses within the math CCLS. These critical areas enable the teachers to close the gaps within the individual student's learning.

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 P.S. 69Q. Therefore, P.S. 69Q, 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, 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 and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator 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 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 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

P.S. 69Q, 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 serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 30	Borough Queens	School Number 69
School Name P.S. 69, The Jackson Heights 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 MARTHA VAZQUEZ	Assistant Principal VOULA WELLS, CHRISTINA LAGAROS
Coach J.LYONS	Coach S. VALDIVIA
ESL Teacher I VAVRO	Guidance Counselor J. FERRARA
Teacher/Subject Area D.XU/ESL	Parent Zunilda Naguero
Teacher/Subject Area H.ZIAS/ESL	Parent Coordinator M. MRAZOVIC
Related Service Provider Z. MEJIA, N. NWOSU	Other type here
Network Leader(Only if working with the LAP team) N/A	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	10	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	3	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	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	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	7	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1160	Total number of ELLs	214	ELLs as share of total student population (%)	18.45%
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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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained	2	2	1	1	1	0								7
Push-In				2	3	2								7
Total	2	2	1	3	4	2	0	0	0	0	0	0	0	14

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	214	Newcomers (ELLs receiving service 0-3 years)	175	ELL Students with Disabilities	25
SIFE		ELLs receiving service 4-6 years	39	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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										0
Dual Language										0
ESL	175			39		19				214
Total	175	0	0	39	0	19	0	0	0	214

Number of ELLs who have an alternate placement paraprofessional: 1

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	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	19	21	11	16	32	14								113
Chinese	1	3		2	1									7
Russian				1										1
Bengali	19	18	6	8	5	5								61
Urdu	2	3	3		2									10
Arabic														0
Haitian														0
French														0
Korean	1													1
Punjabi		1		1										2
Polish	1													1
Albanian					1									1
Other	3	4	2	3	4	1								17
TOTAL	46	50	22	31	45	20	0	214						

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)	17	2	0	4	5	3								31

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	0	8	5	6	9	5								33
Advanced (A)	29	40	17	21	31	12								150
Total	46	50	22	31	45	20	0	0	0	0	0	0	0	214

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	24	14	0	1	!Und
4	2	5	1	0	
5	10	7	1	0	
6					
7					
8					
NYSAA Bilingual (SWD)					

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	21	4	14		4		2		
4	9	1	8		1	1	0		
5	20		4		0		0		
6									
7									
8									
NYSAA Bilingual (SWD)									

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

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

PS 69 uses the TCRWP assessment in grades K- 2. It assesses the following skills: letter identification, letter-sound correspondence, concept of print, sight word recognition, spelling inventory, running record (with miscue analysis and comprehension questions), and on demand writing. The data reveals that 6% of kindergarten children scored below grade level and 94% of the children met or exceeded grade level expectations. 50% of the first graders scored below grade level and 50% of the children met or exceeded grade level expectations. 62% of the second graders scored below grade level and 38% of the students met or exceed grade level. The data above will be used to inform and revise our instructional plan. Kindergarteners seem to grasp early literacy skills more readily than older children. The data shows the need for teachers to increase differentiated instruction in the areas of sight word recognition, decoding, and comprehension skills, even in first and second grade.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

After reviewing the LAB-R scores, our data revealed the following: 101 incoming kindergarten students were tested in accordance to the HLIS survey. Out of these 101 students, 46 of them did not achieve proficiency and are currently in self contained ESL classes. The incoming kindergarten class was pre-screened in June with a LAB-R like exam which was developed by licensed ESL pedagogues in our school. This has proven to be helpful in placing the incoming kindergarten students and has minimized the number of class transfers to be made in September due to the outcome on the LAB-R scores.

On the NYSESLAT, in grades 1-5, 121 students achieved advanced level. 33 students achieved intermediate level, and 14 achieved beginning level. From the data above, it is revealed that most of our ELL population is at an advanced level.

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 [AMAQ tool](#))

N/A

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. Looking at patterns across proficiencies and grades, we conclude that first grade has achieved the highest proficiency levels in the NYSESLAT where 80% of the students have achieved advanced level.

b. School Leadership and teachers are using the results of the ELL Periodic Assessments to identify areas in need. Teachers then form groups of students among the grades, and work with them on needed skills during extended day.

c. The school learns from the Periodic Assessment how proficient or deficient ELLs are in the areas of Listening, and Reading/Writing. The majority of our ELLs score higher in the listening components than on the reading and writing portions.

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 has a Response to Intervention Team which includes an RTI facilitator, two literacy coaches, guidance counselor, IEP teacher, administration and classroom teachers and support staff (i.e., OT, speech teachers, etc). P.S. 69 implements a three-tiered approach and uses the Teachers College Reading & Writing Assessment as a universal screener for our Tier 1 students. Tier 1 students receive a 90 min. Literacy Block by the classroom teacher who accomodates those students not meeting the benchmarks. All ELL students stay for extended day (37 1/2 min.) twice a week. Informal progress monitoring is on-going.

If student continues not meeting the benchmarks, then the teacher refers child to RTI Tier II through a formal referral process established by P.S. 69. This includes diagnostic and informal assessments. The Tier II strategic intervention that students receive is an additional 30 min. of reading (during extended day) and 2 periods each week of small group instruction by teachers assigned to RTI periods. These can be conducted in either a push-in, or a pull-out model.

At P.S. 69, the IReady Diagnostic program was purchased specifically to monitor progress of ELLs and ELL-SWDs. If progress is still not made, a new action plan is created and the student is moved to Tier III. In Tier III, students receive an additional 30 min. of reading instruction from the RTI facilitator or a reading specialist. In summary, Tier III students receive 90 min. of Literacy

instruction plus an additional 30 min. 5 times per week, plus another 30 min. session given by the RTI or reading specialist. Throughout the process, parents are kept informed of student progress by classroom teachers and translators, if necessary.

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

The ELL students are placed into classes based on their proficiency levels. The classes can be either a self-contained ESL class, or a monolingual class with an ESL certified push-in teacher. Students receive their mandated minutes of ESL instruction based on their proficiency level. The ESL teachers scaffold the language demands to support the development of syntax, as well as that of the academic vocabulary across all content areas. We use students' native language to support their learning. Translated written versions of state tests are available. Students are offered dictionaries and glossaries in the native language in order to help with comprehensibility in the content areas. Also, a buddy system (students are paired with other students who share the same native language) is implemented in the classroom to help ease the new students' transition.

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?

N/A No dual language program at this time.

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

We evaluate our program by looking at the progress achieved by ELLS each year. We look at reading levels as determined by the Teachers College Assessments, NYSESLAT and LAB-R results. It is noted that most ELLs become proficient and exit the Free Standing ESL Program in 3 years.

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](#).)

At registration, an ESL licensed pedagogue administers a Home Language Identification Survey (HLIS)—translated in nine languages—to parents to determine what language the child speaks at home. This process also includes an interview in the parents' home language. School personnel, staff who speak Spanish, Bengali and Chinese are available to assist. Once the trained, certified pedagogues collect the HLIS from parents and determine that a language other than English is spoken in a child's home, then the child is administered a Language Assessment Battery-Revised test (LAB-R) within (10) days of registration. The LAB-R is hand-scored on site to ensure timely placement in the appropriate class. Students that score below proficiency on the LAB-R become eligible for state-mandated services for ELLs. In our school the three ESL certified teachers are responsible for conducting the initial screening and administering the HLIS. They administer the LAB-R if necessary. Students who speak Spanish at home and score below proficiency on the LAB-R are administered the Spanish LAB by a licensed spanish-speaking bilingual teacher, to determine language dominance. The grids are sent to the NYCDOE scan center for official scoring and are input into the ATS. In the spring, each ELL is administered the NYSESLAT to determine English proficiency. This test determines whether or not the student continues to be eligible for ELL services:

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 ensure that parents understand all three (3) program choices (Transitional Bilingual, Dual Language, and Freestanding

ESL), they are notified in writing (letter translated in several languages) to attend a parent orientation session as the state requires that ELLs be placed in the appropriate program within ten days of enrollment. At the orientation session, a trained pedagogue conducts a workshop where parents view a video and receive information in their native language on the different ELL programs that are available. Additional school personnel, such as paraprofessionals, speak the native languages of the parents. They are given time to ask questions and complete the Parent Survey and Program Selection Form, indicating the program they desire. Parent surveys are then reviewed to determine parents' choice for their child. The student is placed in a program based on the parents' preference.

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

At P.S. 69, a parent orientation meeting for newly admitted ELLs is held to inform parents of their program choice and to answer questions. The surveys are given out in the home language and school pedagogues who speak the native languages, are present to assist. Once the selections are made, the forms are collected and kept on file in the school. At P.S. 69 we make every effort to reach all ELL parents. ESL pedagogues reach parents through one-on-one meetings, phone conversations, accommodating parents' schedules either before or after school, and during school events such as Writing celebrations, Open School Week and Parent-Teacher Conferences, or at the very least, through informational packets. If a parent choice is still not obtained after exhausting all of these opportunities, the student is placed into an ESL classroom, since the default program for ELLs, Transitional Bilingual Education as per CR Part 154 is not available). Entitlement letters are distributed based on a child's LAB-R /NYSESLAT score. If the child scored Proficient, a non-entitlement letter is sent to the parent. If the child is not proficient, an entitlement letter is sent home. Both letters are written with a return sign-in on the bottom and copies of the sent letters are kept on file.

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.

Parents are invited in writing in their preferred language to attend the parent orientation workshop. A trained pedagogue conducts the workshop where parents view a video and receive information in their native language on the different ELL programs that are available. Additional school personnel, such as paraprofessionals who speak the native languages of the parents are on the site to offer assistance. Parents are given time to ask questions and complete the Parent Survey and Program Selection Form, indicating the program they desire. Parent surveys are then reviewed to determine parents' choice for their child. The student is placed in a program based on the parents' preference. The information based on the parent's choice is entered in the ELPC screen in ATS within 20 days of the student's admission. A letter of child's entitlement as an English Language Learner is sent to parents. ELLs that continue to score below proficiency level continue to be entitled to ELL services. ELLs scoring at or above proficiency are no longer entitled to ELL services. In the beginning of the school year we send letters to parents to notify them of the proficiency of their children. Copies of letters are kept on file.

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.

Each spring, we administer NYSESLAT to all ELLs, based on the RLER report. The speaking sub test is given in April on an individual basis. Someone other than the student's teacher administers it and simultaneously scores the speaking subtest. In early May the written tests, Listening, Reading, and Writing are administered in the following sequence: Listening, Reading and Writing. They are administered in small groups.

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. 

After reviewing the Parent Survey and Program Selection Forms for the past few years, the overwhelming trend is for a freestanding ESL Program. The results of the 2013 Parent Orientation Meeting yielded one request for Bilingual and none for the Dual Language Program. Therefore, our current free standing ESL program model is directly aligned with parents' requests.

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])?
- a. P.S.69Q has a variety of organizational models to deliver ESL instruction. They are the following: Self-contained model where ELLs are grouped together for the entire school year for all content instruction; The Push-in model where certified ESL teachers work with a group of ELLs in collaboration with regular classroom teachers to provide language acquisition and vocabulary support while retaining instruction time; Pull-out model where fully certified ESL teachers pull out individual students to accommodate their special needs.
- b. ELLs who have been in US schools for less than three years are placed in self-contained classes for the entire school year and for all content instruction. ELLs who achieved advanced level are placed in monolingual classes and are serviced by a fully certified ESL push in teacher for the entire school year.
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)?
 - a. Students in our freestanding ESL programs receive all instruction in English with native language support. The number of ESL instructional units that a student receives is regulated by New York State CR Part 154 regulations and determined by student's English-proficiency level (as determined by the LAB-R or NYSESLAT scores). The push-in/pull-out certified ESL teachers provide the mandated numbers of instructional minutes. All beginner and intermediate-level students receive 360 minutes of ESL instruction per week, and advanced-level students receive 180 minutes of ESL instruction per week.
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.

In order to meet the demands of the Common Core Learning Standards, various scaffolds are used to deliver content area instruction. Bridging, Contextualization, Schema Building and Metacognitive Development make content more comprehensible and enrich language development. Our teachers scaffold and differentiate instruction in order to meet the needs of the students. The following are some of the techniques that we employ: modeling, word walls, hands-on activities, small group instruction, regular feedback on students' work, visuals and realia for new vocabulary, think alouds, and activating prior knowledge.

- Modeling- includes walking students through an interaction, doing a required task together first, or providing students with clear examples of how students from prior years accomplished the task.
- Bridging- connects new concepts and language with previous knowledge, a necessary component of all learning. Bridging occurs when students are asked to activate their prior knowledge in anticipation of learning new information and when personal links are made between the new subject matter and students' knowledge and experience.
- Contextualization of new concepts and language—often decontextualized in textbooks by embedding the new language in sensory experiences using realia, manipulatives, graphic representation, and verbal analogies familiar to students—help make language clear.
- Schema building- develops understanding by helping students weave new information into pre-existing structures of meaning, a necessary component in organizing knowledge and understanding. Schema building can include previewing a text with students and using an advance organizer in preparation for a reading assignment or brief lecture.
- Text Re-presentation- is the recreation of concepts and language from one genre into another. In representing information from an article in a poster or play, students can access content presented in a more difficult genre as they transform it into an easier genre to produce. Examples of text representation include asking students to transform scientific content into a friendly letter to a peer or family member, or changing a poem into a narrative, or a narrative into a play.
- Metacognition- involves the learner stepping beyond the experience to reflect on the processes involved. It includes consciously applying strategies while engaging in an activity; knowledge and awareness of strategic options and the ability to choose an effective option; and, monitoring and adjusting during performance and planning for a future performance based on prior performance of an activity. Examples of strategies used include: think aloud, KWL, thinking maps, and various graphic organizers.
- Embedding academic language by using pictures, manipulatives, images ,and authentic objects (realia) in order to ensure that academic language is optimized through sensory learning.

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

Newly admitted ELLs whose native language is Spanish are given the Spanish Lab upon their arrival.

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

Ells' reading levels are assessed three times a year using TCRWP. Writing tasks are given before each unit for the teachers to gather data in order to drive instruction. In addition, all Ells have access to the online reading diagnostic program I Ready, which is aligned with Common Core Learning Standards. Students get explicit online instruction that fits their needs. The ELL Periodic Assessments are also administered twice a year. Students are informally assessed on a regular basis through conferencing with the teacher or taking teacher-made tests.

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 have not yet identified any SIFE students for this year. Our instructional plan for SIFE students would be to differentiate instruction within ELL subgroups. Differentiated instruction, scaffolding and explicit teaching of academic language would be the effective strategies used with them. There would be ongoing assessment to address their needs. There would also be ongoing communication between the parent coordinator and the parents of these children. NCLB now requires ELA testing for ELLs after one year. Therefore, these children would be mandated to participate in the extended day program. A Title III program would be offered, which focuses on literacy and test prep skills for state tests.

b. ELL students in U.S. schools for less than three years (newcomers) are placed in self-contained ESL classes, participate in extended day small group instruction, and are invited to attend the Title III after school program. They receive 45 minutes of ELA instruction per day from the Title I Reading Teacher who uses reading intervention to help them achieve grade level proficiency as NCLB

requires ELA testing for ELL students after one year. These programs address students' needs in testing taking skills, language and vocabulary.

c. ELL students in U.S schools who are receiving services for 4-6 years are placed in a regular class, and are serviced by a push-in ESL teacher by receiving 180 minutes of ESL instruction per week, which includes test taking strategies. In addition, students who exhibit inadequate growth on reading assessments receive 45 minutes per day in literacy instruction by the Title I Reading Teacher who uses reading intervention focused on helping them achieve grade level proficiency in each essential reading component.

d. The long term ELLs are identified from the CR Part 154 (A-11) roster. These children are given formal assessments (ELL Periodic Assessment, ELA, Math, Science, Social Studies and NYSESLAT). They are also informally assessed with teacher observations and writing samples. Teachers use data from those assessments to gauge student progress and plan instruction. Teachers also use NYSESLAT scores to help them plan programs that best fit ELL needs. This allows them to group like students for tailored learning activities, and pair students at different proficiency levels in class. Teachers use all the assessments to drive instruction to meet the needs of the children.

ELLs are also taught using ESL methodologies in content areas in order to build academic language. Our self-contained classes make use of glossaries and dictionaries in a student's native language. The buddy system is also implemented if speakers of the same language are available. Native language materials are available in the classrooms and the school library.

e. Our plan for former ELLs includes giving them a push-in service in literacy and math and inviting them to stay for the extended day program offered two times a week. They also receive testing modifications in the form of extra time on state exams.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

The instructional strategies used to provide access to academic content areas and accelerate the English language development of ELL-SWDs are:

- Using nonverbal cues, such as gestures, facial expressions, or body language in order to convey information.
- Using graphic organizers, pictures, use of drawings, or bringing to classroom real objects (realia).
- Modeling and demonstrating procedures more than once.
- Increasing wait time for students to process information.
- Scaffolding of complex sentences by breaking them down into multiple simplified versions.
- Using multimedia presentations, such as audio or video formats.
- Presenting information in ways such as to meet all students' learning styles: visual, auditory, kinesthetic, tactual.
- Using charts to organize reading strategies, such as Main Idea, Character Traits, Story Maps, Semantic Webs, Compare/Contrast.

The above strategies are utilized by the ESL teachers for instruction in all content areas, using the appropriate grade level materials that align to our current programs: TCRWP, Ready Gen Reading, Go-Math, Grammar Workshop, Social Studies (Houghton Mifflin) and Science (Foss, Delta, Harcourt).

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?

Our school uses curricular, instructional and scheduling flexibility to enable our diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment by:

- Forming pair-share, or small groups that are flexible.
- Forming learning groups by looking at NYSESLAT levels.
- Modifying or adjusting the curriculum to accommodate students' needs.
- Connecting skills and concepts to all content areas.
- Customizing instruction based on individual IEPs and knowledge of students.
- Differentiating instruction to accommodate students' needs.
- Conducting activities on interactive smart boards.
- Introducing vocabulary first to make text accessible.
- Scaffolding speech and repeating information using less complex sentences.
- Teaching curriculum through multimedia presentations.
- Modeling and demonstrating procedures for tasks.

- Testing Modifications applied during all tests.

Our school also ensures that flexible programming is used to maximize time spent with non-disabled peers by following the Integrated Co-Teaching (ICT) classroom Model. Students with disabilities and students who are non-disabled in ICT classrooms are educated together by two teachers: a general education teacher, and a special education teacher. The teachers work together and collaborate throughout the day to adapt and modify instruction for the children, and to make sure the entire class has access to the general education curriculum. When an ICT class placement is not available or recommended, we follow a flexible programming schedule which includes providing the special education services to the student in the general education classroom, by a special education teacher.

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

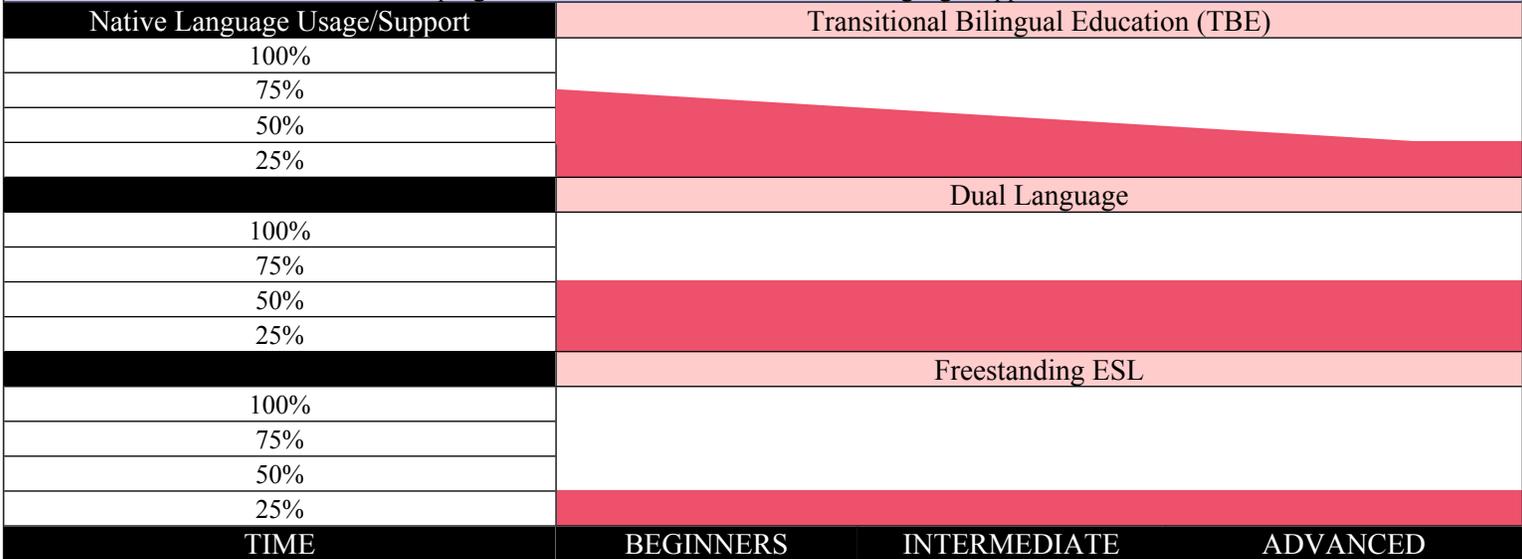
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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.



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.

We have intervention services for ELLs in the different content areas. Our Push-in teachers provide services in literacy, math, as well as ESL. These services are provided to ELLs of all proficiency levels, as well as Special Ed ELLs. The ESL teacher may push-in during content areas to provide support for students. In addition to those push-in programs, The Title I Reading Specialist teachers push-in to service ELL/Fell students. Title III after school programs are offered to all levels of ELL students. These services are currently provided in English as indicated on the parents' survey/selection form. Teachers also attend grade conferences to enhance their staff development.

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

In our school we have grade level expectations for all the ELLs in the area of speaking, listening, reading and writing. Teachers focus on academic content language and English language development in everyday teaching. Our new reading curriculum Reading Gen and new math curriculum Go Math include Ell components to support Ell students. Teachers have clear content and language objectives to promote students' language development through all four areas: reading, writing, speaking and listening. Ells are offered equal access to all academic programs throughout the school year. All the ESL self-contained classes follow the same standards and same curricula as the monolingual classes. ELLs in monolingual classes are serviced by certified ESL teachers in Reading and Math. ELLs are encouraged to use glossaries in the content areas. Translated written versions of state tests are available during testing time. Oral translators are hired for lower incidence languages to translate the state tests in content areas.

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

Our school has implemented a goal setting program. Students, teachers, as well as parents, all work together to help the students achieve their goals. This year our focus is, for ELLs in the third through fifth grades, who have been serviced for one to two years, to show at least one year's worth of gain in reading. We will continue our Inquiry Team Program which targets groups of students in grades 1-5. Each group in every class is taught a reading strategy or skill by a certified teacher, which will help them to achieve better results on the state reading exams. This is done during the extended day period and involves groups of no more than six students. Teachers meet as a grade, on a regular basis throughout the month, to discuss needs, assessments, and the goals.

Our school also has implemented new reading and math programs in order to meet the demands of the Common Core Learning Standards. The ReadyGen program will be supplementing our literacy curriculum and Go Math will be replacing EveryDay Math.

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

P.S. 69 has implemented a new literacy program as well as a new mathematics program. As a result, Teachers' College reading program will be phased out and supplemented by ReadyGen. The new Go Math program will replace Everyday Math. These changes have been made in order to align our curricula with the common core standards. Both new programs offer suggestions for working with ELLs and have online additional resources available for ELL students.

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

ELLs are afforded equal access to all school programs. All the ELL students in our school participate in strong, coherent programs that are uniformly delivered throughout the city. All the ESL self-contained classes follow the same standards and same curricula as the regular classes. ELLs in regular classes are serviced by certified ESL teachers as required by CR-Part 154. Translated written versions of state tests are available. Oral translators are hired for lower incidence languages to translate the state tests in content areas. Paraprofessionals who speak other languages are also utilized to assist in translations with students and their parents. In grade 2-5, ELLs are invited to an after-school program by teacher's recommendation. They are given the opportunity to learn in a small group setting focused on language skills.

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

The instructional materials that are used to support ELLs include a leveled library in each class, picture dictionaries, glossaries (available in English and their native language), and technology programs such as Razz-Kids, StarFall and Brain Pop. Smartboards are also utilized for our special needs ELLs. Additional materials used in the lower grades include the phonics

program- Wilson's Foundations. The new grammar series, Houghton Mifflin's English Workbook Plus, is also used in the upper grade classrooms. Educational board games, manipulatives and realia are often utilized.

Content Area Instructional Materials are used in math and include but are not limited to manipulatives, math card games, and math in literacy books. In Social Studies and Science, glossaries, picture cards, maps and atlases are available to ELLs. Our literacy program is supplemented with ESL appropriate picture books and dictionaries, posters, poems and listening centers where students can follow along with their books. On-line reading /listening programs are also used, such as Razz-Kids, Starfall and Brain Pop.

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

Teachers who speak students' native language give support to newcomers in all content areas such as Math, Science, and Social Studies by translating and explaining orally. Bilingual dictionaries and glossaries are available to students to use in classrooms. Translated written versions of state tests are available. Oral translators are hired for lower incidence languages to translate the state tests in content areas. Paraprofessionals who speak other languages are also utilized to assist in translations with students and their parents.

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

Required services support, and resources correspond to ELLs' ages and grade levels. Students are placed appropriately based on their grade level and language level.

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.

Parents are introduced to the school and the curriculum. Parents attend a parent orientation and view a video on the different ELL programs available to their child. P.S. 69 is the School of Performing Arts and participates in residencies related to the arts, such as dance, art and music. We hold talent shows and holiday shows in which many cultures are represented. In the area of technology, all classrooms have computers connected to the internet. All ELLs have the opportunity to use online educational programs such as Starfall, Brain Pop and Razz Kids. From January to April, ELLs from grade 2 to grade 5 are offered the Title III after school program where they work on the test taking skills taught by certified ESL teachers.

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

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. All our ESL teachers are state certified and most of them have dual certifications in ESL and common branches. Those teachers are able to use ESL strategies as well as provide the core content that elementary students receive from self-contained common branches classroom teachers. All personnel who work with ELLs receive staff development on Chancellor's Days, and during monthly grade and faculty conferences. Teachers are trained in using scaffolding techniques, such as modeling, bridging, and contextualization. P.S. 69's PD for Title III teachers includes workshops on preparing ELLs for the NYSESLAT and strategies to improve comprehension. ESL coordinators also attend monthly ESL liaison meetings with the Network Education Administrator for ESL and ESL Compliance and Performance Specialist in order to keep informed of policy.

2. Teachers of ELLs engage in Professional Development by having six meetings per month, (three hours), in order to align the Common Core Standards to the new curriculum. During these sessions, we follow the Inquiry Model. ELL teachers also participate in Inquiry sessions, and OELL workshops.

3. ELLs in 5th grade who just tested out of ESL and who are transitioning to the next school level (6th grade), are placed with a teacher who is certified in both ESL, as well as in Common Branches. This ESL teacher is able to use ESL strategies to scaffold the skills required in middle school, such as developing and improving social skills or note taking strategies to make the transition to middle school successful. In June, middle schools' principals are invited to our school to meet the graduating classes. Tours to middle schools are also scheduled. Students, along with their parents, are encouraged to attend middle school open nights. Our school's guidance counselor meets with every 5th grade teacher to discuss students' middle school choices, and also assists with the application process in order to provide students a smooth transitioning to middle school.

4. There are ongoing 7.5 hours of ELL training for teachers who are not ESL certified, as well as 10 hours for Special Education teachers as per Jose P. Certified bilingual teachers are excluded from this training. The training takes place on designated Professional Development Days. The focus is on various strategies that help children become fluent speakers of English, as well as improve literacy skills. Among these are scaffolding, using visual tools, modeling, contextualizing and building schema, all of which serve as a bridge for language and content learning to achieve the common core standards. A list of all teachers completing the requirement is kept on file by the ESL coordinators.

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. P.S. 69 has a strong Parent Association. They organize fundraisers and have many activities throughout the year to strengthen various school programs. Parents also take part in decisions concerning the school through various committees, for example SLT, Title I and the Quality Review Team. School Leadership Teams are school-based organizations in every school. They are composed of an equal number of parents and staff. They meet at least once a month, and determine the structure for school-based planning and shared decision-making. Family support programs are attended by our Project Share representative.
 2. Our school partners with community based organizations such as: Western Queens Health Organization, NYU Dental Unit and Elmhurst Mammogram Mobile Unit and Metro-Plus. This year we have added Emerald Isle Immigration, and NISE to our list. These both provide citizenship classes for new immigrants and NISE also provides ESL classes for our Spanish-speaking parents.

Our parent workshops are conducted during the day or after school. The pre-k social worker conducts a monthly bilingual Bengali and Spanish workshops. There are positive parenting monthly workshops focused on discipline, supporting interests and activities. Monthly health workshops focus on nutrition, healthy habits, diabetes, asthma, and physical fitness. The parent coordinator runs curriculum workshops where she shares DOE information related to student expectations, curriculum news, ARIS, specialty programs such as G&T, early childhood. Our Parent Association consists of parents who speak various languages and assist with translations when necessary
 3. We evaluate the needs of the parents through the requests made to our parent coordinator. Parental involvement activities are based on needs and may include helping with forms, navigating the ARIS system and conducting various workshops throughout the year.
 4. We get feedback for future workshops after the conclusion of each one by conducting surveys by the parents. Parents of incoming Pre-K and Kindergarten students are invited on school tours where they receive information and get a first hand look at the school. Future activities include but are not limited to family nights (movies, games). In addition, by request legal advice is offered for new immigrants and parents unfamiliar with health and legal systems in the city. Our ESL licensed teachers conduct workshops for parents to inform them of the NYSESLAT. Two workshops are offered: one for k-2, and one for 3-5 parents.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: P.S. 69Q**School DBN: 30Q069****Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
M. VAZQUEZ	Principal		10/23/13
V. LEKAS-WELLS	Assistant Principal		10/23/13
M. MRAZOVIC	Parent Coordinator		10/23/13
I. VAVRO	ESL Teacher		10/23/13
ZUNILDA NAGUERA	Parent		10/23/13
H. ZIAS	Teacher/Subject Area		10/23/13
D. XU	Teacher/Subject Area		10/23/13
J. LYONS	Coach		10/23/13
S. VALDIVIA	Coach		10/23/13
J. FERRARA	Guidance Counselor		10/23/13
N/A	Network Leader		
CHRISTINA LAGAROS	Other <u>ASSISTANT PRINCIPAL</u>		10/23/13
Z. MEJIA, N. NWOSU	Other <u>RELATED SVC. PROV.</u>		10/23/13
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 30Q069 School Name: P.S. 69

Cluster: 4 Network: 410

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

Part A: Needs Assessment Findings

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

P.S. 69 recognizes the importance of communicating with parents. We have been providing written translation of memos for parents into the most commonly spoken languages. Administrators, ESL teachers, teachers, and Parent Coordinator work collaboratively to assess our school's written translation and oral interpretation needs by examining the RPOB report from ATS which is based on the Home Language Survey filled out by parents of our students. We also send out a parent survey requesting preferred language of communication. The major languages spoken, other than English are Spanish, Bengali, and Urdu.

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.

P.S. 69 strives to effectively communicate with parents. One way of accomplishing this is by surveying parents each September for their preferred language to communicate orally and in writing. Following are the languages of highest need for translation services: Spanish, Bengali, and Urdu. The findings of our Needs Assessment were shared with our staff and Parent Coordinator at a staff meeting as well as through posting the results of the preferred language survey. The results were shared with our parent community at a PA meeting in October.

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.

In order to provide timely provision of translated documents to parents, the documents have been translated in-house, by school staff and parent volunteers. In the event that we do not have the required staff or volunteers to provide translations into the eight covered languages, we will contact the Translation and Interpretation Unit at the Department of Education. Many of the initial informational parent memos have been translated so they are ready for the first week of school. This will ensure equity to all parents and students and aid us in fostering effective communication between the home and the school.

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

Oral interpretation services will also be provided in-house by school staff and parent volunteers. We will contact the Translation and Interpretation Unit at the Department of Education to try to schedule translators for important school events, such as Parent-Teacher Nights, when we assess that we do not have the necessary means in house to provide adequate interpretation services for our parents. Teachers/Staff are also provided with the Over-the-phone translation services available through the DOE's Translation and Interpretation Unit.

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>.

P.S. 69 will provide each parent who requires language assistance service with written notification of their rights regarding translation and interpretation services with instructions on how to obtain such services. A sign in each of the covered languages is posted in a conspicuous location near the entrance (lobby) to the school indicating the room where a copy of the written notification can be obtained.

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. 69	DBN: 30Q069
Cluster Leader: C. Groll	Network Leader: Altagracia Santana
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 100
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: 5
of certified ESL/Bilingual teachers: 5
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: P.S. 69's Title III program will provide our English Language Learners with supplemental instruction in English, through an after school program. The instructional program will service ELLs in grades 2 to 5 who scored on the beginning, intermediate, and/or advanced levels, in that priority order, on the NYSESLAT and include any ELL with interrupted formal education. The after school classes will meet for 44 sessions after the school day ends, on Mondays, Tuesdays, and Wednesdays, from 3:20p.m. to 4:50 p.m. (1.5 hours) beginning on December 18th and end ending on May 1st, 2013. Approximately 100 ELL students will be in small classes of no more than 20 students per class to ensure that students will get individualized attention to meet their needs. The focus of literacy instruction will be on essay writing to prepare students for the NYSESLAT and non-fiction reading comprehension skills to prepare students for the statewide assessments. Five (5) certified ESL teachers will provide supplemental instruction in alignment with the literacy curriculum using ESL methodologies to help students achieve higher levels on the NYSESLAT and state assessments. A supervisor/administrator will be paid per session to oversee the program due to its size (5 teachers, approximately 100 students).

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: We have determined that the writing skills necessary to pass the NYSESLAT are not directly addressed in our Writers Workshop curriculum. For this reason, essay writing will be part of the instructional focus for ELL students attending the after school Title III program. P.S. 69's professional development for Title III teachers will include three (3) after school training sessions that focus on helping ELLs succeed in school and pass the NYSESLAT and the NYS ELA exams. The five (5) participating teachers will be paid training rate for each two hour session which will be conducted before and during the Title III program (first one during the first week of January, the second during the last week of January and the third during the third week of February). One ESL Teacher will facilitate these workshop sessions and will be paid at teacher per session rate for each session plus one hour for preparation ahead of each training. Topics of the workshops will be 1) ESL methodology for Essay Writing, 2) Writing strategies for planning, revising, and editing a composition and 3) Reading comprehension skills for non-fiction reading.

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: In order to expose parents of ELLs to enriching activities and cultural opportunities in the community, 10% of the Title III budget (\$3,115) have been set aside for parent involvement activities. The parent and community involvement will focus on hands-on activities for parent and child on a cultural trip to an organization in the community. A Saturday trip will be planned in early spring (end of March) to the Queens Museum for 50 parents and their children accompanied by three (3) teachers (paid 6 hours per session/teacher) in order to guide small group activities. The trip will be advertised via backpack flyer to ELL students This includes a workshop, a tour of the panorama, a visit to a magnet theme related activity, and a parent/child interactive activity (\$1,286 for activities, \$200 for materials, \$525 for transportation to and from the museum (DoE bus). This will support student learning in relation to our magnet theme and our ongoing emphasis on multicultural awareness and celebration. Light refreshments will be provided to the attendees (\$200 for refreshments).

Part E: Budget

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

Allocation Amount: \$31152

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 	\$21,483 (does not include the per session for parent involvement)	330 hrs of per session for ESL teachers (5 teachers at 1.5 hrs. per day , for 44 sessions -Mon., Tues., & Wedn. - to support ELL students: 330 hrs x \$50.19 (current teacher per session rate with fringe) = \$16,563 66 hrs + 6 hrs of per session for supervisor(6 hrs for supervision of training sessions): 72 hrs x \$52.52 (current supervisor per session with fringe)= \$3,782 30 hrs of training for ESL teachers (5 teachers at 6 hrs per teacher) to prepare for program: 30 hrs. x \$22.86 (current trainee rate with fringe) =

Part E: Budget

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

Allocation Amount: \$31152

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		\$686 9 hrs. per session for trainer (at current per session rate with fringe) = \$452
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	\$638 \$1,645 \$1,595 \$475	Step by Step Language Skills (Used for additional instruction and practice of language skills including reading and writing) Finish Line For ELLs (Used to familiarize students with items similar to those in the NYSESLAT and state tests) Getting Ready for the NYSESLAT and Beyond (Used as a test preparation tool for NYSESLAT and ELA tests and also familiarizes students with the structure of the NYSESLAT) General Supplies
Educational Software (Object Code 199)	\$2,201	Elementary Language and Reading Package for ELLs (Used to meet the cognitive language and reading skills students need for academic success)
Travel		
Other	(\$3,115)	10% for Parent Involvement

Part E: Budget

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

Allocation Amount: \$31152

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
	\$904	18 hrs per session for teachers (3 teachers at 6 hrs/teacher for a Saturday trip in the spring: 18 hrs x 50.19 = \$904)
	\$525	Transportation (DoE bus)
	\$1,286	Museum Fees (includes activity fee)
	\$200	Workshop materials for parent & child
	\$200	Refreshments/food
TOTAL	\$31,152	\$31,152