



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: DANIEL D. TOMPKINS
DBN (i.e. 01M001): 31R069
Principal: DOREEN E. MURPHY
Principal Email: DMURPHY2@SCHOOLS.NYC.GOV
Superintendent: JESSICA JENKINS-MILONA
Network Leader: NANCY RAMOS.

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
Doreen E. Murphy	*Principal or Designee	
Lori Grunsfeld	*UFT Chapter Leader or Designee	
Michelle Yzaguirre	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Salvatore Manuele	Member/ Assistant Principal	
Heather Jansen	Member/ Teacher	
Stacy Sweet	Member/ UFT Chapter Leader or Designee	
Melissa Walfish	Member/ Parent	
Michelle Alba	Member/ Parent	
Meital Karov	Member/ Parent	
Christine Russello	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.

Goal: *By June 2014, 100% of the student population will have used the practice or “Close Reading” in various disciplines as evidenced in their unit assessments and accountable discussions.*

- By June 2014, all educators will incorporate the practice of “Close Reading” into various disciplines using text complex material as measured by our daily lesson plans reflecting the use of dependent questions.
- By June 2014, 100% of educators will have received professional development where they will be learning the process of how to lead the students through Close Reading.
- By June 2014, 100% of educators will have had a minimum of two observations where there will be an emphasis on the way in which their line of questioning impacts the close reading that they expose the students to.
- By June 2014, 100% of educators and students will be engaged in reading non-fiction and fiction texts during all mini lessons. The lesson will require the students to read the texts twice. Students will be led through the process of monitoring illustrations, texts features and text based evidence to help them to formulate questions about what they are reading.
- By June 2014, 100% of all educators will have collected data regarding how each student is able to answer comprehension questions and lift text based evidence to support their answers.

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 the NYS ELA exam results were distributed this year, we were able to see that our school went up by 6% in grades 3-5. When analyzing the CCSS for ELA, we recognize that Close Reading is one of the key methods

recommended by the standards and an integral process for students to learn. With Close Reading as an instructional goal, our students will be prepared to comprehend complex material. We also acknowledge that Close Reading is fluid throughout the shifts of literacy. Through Close Reading, teachers will expose children to a balance of fiction and non-fiction texts. Every unit of our curriculum is dedicated to Science and Social Studies, enabling children to analyze material through various disciplines. With Close Reading, teachers will create more time and support for the critical analysis of text that focuses on significant details or patterns to develop a deep, precise understanding. Teachers will expose children to text dependent questions demanding evidence from content being read, as a basis for their answers. Teachers will require students to respond to literature/informational passages through writing, using sources to be as their evidence.

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

- The Inquiry Team will meet every Thursday to analyze student samples. The Team will identify Common Core Standards that need to be targeted to improve progress.
- Teachers will foster groups of children in each room that have perfected close reading. These groups will be able to site text evidence to support questions. Other students will have the opportunity to watch these model groups and learn from their methodology.
- Teachers will utilize data to create small group/center time to monitor, re-teach and enrich students to meet the needs of all their students.
- Instructional Lead Teachers (consisting of teachers and administration) will be monitoring the progress of student's work. The Team will identify practices to foster growth as well as next steps for the teachers to implement in response to data.

- Administrators will identify one teacher on each grade who has perfected the “Close Reading” methodology. Administrators will set up inter-visitations into these rooms. Inter-visitations will either be scheduled on a voluntary basis to help teachers to grow professionally or based on a lack of pedagogy after an informal observation.

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

- Principal
- Three Assistant Principals
- Literacy Coach
- Classroom Teachers K-5
- Instructional Lead Teachers
- LLI Reading Teacher

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

- Teachers will have received extensive Professional Development on Close Reading which will allow them to write text dependent questions that lead to rich discussion. They will learn how to scaffold instruction in order for students to comprehend complex material.
- Lead Teachers will meet with teacher grade teams to discuss concerns and specific needs of implementing Close Reading with complex texts.
- The Literacy Coach will model lessons that center on Close Reading and text dependent questions.
- Administration will meet with Science Cluster Teachers to align topics for curriculum mapping

- Instructional Leads will meet bi weekly with the administrators and the Literacy Coach to discuss needs of each grade level to plan future professional developments regarding close reading.
- Administrators will speak to each teacher regarding how the students are fairing with Close Reading. Teachers will be asked to evaluate the strategies being used are successful and have shown student growth.
- Administration will offer feedback to teachers on their Close Reading lessons.

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

September 2013- June 2014

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

- ReadyGen

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 Workshops and Parents on the School Leadership Team will be exposed to the academic expectations of the CCSS and the 6 shifts of literacy.
- School Website offers parents/guardians suggested links to support educational growth at home.
- Parent Brown Bag Lunches that offer a variety of topics like: Changes to Standardized Exams, Accountable Discussions, Self Reflections, The Six Shifts of Literacy.
- Literacy Coach will continuously “backpack” home and update the school website with “I Can” goals for Critical Areas in literacy for parents/guardians to understand the expectations of their children at each grade level.

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 #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.

Goal: *By June 2014, there will be an increase in overall student Math performance as measured by the pre and post benchmark assessments given in September of 2013 and June of 2014.*

To engage all students in higher order thinking Math tasks aligned to the Common Core Standards.

- By June 2014, 100% of educators will have administered multi-step word problems that coincide with the Common Core State Standards as measured by chapter assessments extended response questions.
- By June 2014, 100% of educators will take anecdotes on higher order thinking questions that have been addressed during student conferences as measured by anecdotal binders themselves.
- By June 2014, 100% of teachers and students will be engaged in authentic classroom discussion using Depth of Knowledge questioning as measured by teacher anecdotal logs, teacher checklists and the Danielson Frameworks for Learning.
- By June 2014, 100% of students will engage in at least two Critical Area Performance Tasks as measured by a teacher made rubric.

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 administering the Pre-Assessment for each chapter, teachers analyzed and assessed the results of their class holistically. Teachers will formatively assess their children daily with quick check problems using a checklist. As a summative assessment, students will take a chapter assessment. The results will help the teacher to curriculum compact and identify the students' needs to improve their understanding of math tasks. Teachers will meet once a month as a grade with the Math Coach, Math Intervention Teachers and Administration to discuss best practices and commonalities amongst the grade. Teachers will work together with the math coach, lead teachers

and administration making decisions on math assessments and making adjustments to such assessments throughout the school year.

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

- Teachers will utilize data to create small group/center time to monitor, re-teach and enrich students to meet the needs of all their students.
- Teachers will model multi-step problem solving tasks.
- Teachers will facilitate accountable talk discussions through the math workshop.
- Teachers will utilize the interactive white board during the math workshop.

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

- Principal
- 3 Assistant Principals
- Math Coach
- Math Intervention Teachers (2)
- Classroom Teachers K-5
- ESL Teachers
- Instructional Lead Teachers
- Technology Coach

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

- Math Coach will meet with grades on a monthly basis to discuss concerns and changes that will be implemented.
- Instructional Lead members will hold a monthly meeting with classroom teachers where they discuss how the teachers have been able to transfer what they learned during Professional Development sessions into the classroom involving Math Tasks.
- Instructional Lead members will meet with the administration and Math Coach to plan more extensive professional development regarding math tasks that need to be brought to the teachers of each grade. These will be based on their discussions from each grade meeting.
- Teacher will be asked to evaluate if the strategies that they are currently using are successful and therefore have shown growth in students.

- Teacher teams will come together with the Math Coach to look at the assessments and tools that the students have used and collaboratively analyze student work. Teachers will discuss how their findings have changed their method of teaching.
- Teachers will have had and will have extensive Professional Development in the Danielson Rubric Questioning Domain 3b. Teachers will align their questioning in Mathematics to the standards that they are teaching and have the students engage in mathematical questioning through accountable talk discussions.

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

October 2013 – June 2014

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

- GoMath Materials
- www.Thinkcentral.com
- www.k-5mathteachingresources.com
- www.Engageny.org
- www.k-5mathteachingresources.com
- <http://schools.nyc.gov/Academics/CommonCoreLibrary/CommonCoreClassroom/Mathematics/default.htm>

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).

- Math Coach will hold workshops for parent/guardians that will outline the GOMath Program and how it meets the Math Instructional Shifts and focuses on higher order thinking.
- Math Coach/Parent Coordinator will hold workshops for parents/guardians that will outline the 6 Instructional Shifts in Mathematics.
- Math Coach will continuously update the school website with information for parents/guardians that encourage them to view videos and revisit lessons taught in the classroom.
- Math Coach will continuously “backpack” home and update the school website with “I Can” goals for Critical Areas in math for parents/guardians to understand the expectations of their children at each grade level.

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

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
<i>Goal: By June 2014, the level of parent/guardian participation will increase from a 8.2 in Engagement and an 8.4 in Communication with the formation of a Parent Advisory Council, SHIP, (School/Home Integrating Partnerships) and an additional team of staff members, ROPESS, (Reaching Out to Parents Increases Students Success) that will help to promote effective communication between home and school as measured by the Learning Environment Survey results.</i>

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 analyzing attendance at PTA meetings, workshops and Parent Brown Bag Lunches from the previous school year, and upon recommendation on our Quality Review and Learning Environment Surveys, we realized we needed to strengthen the involvement of our P.S. 69 families. In addition, we would like parent/guardian perspectives to be included in the school's decision-making process and help enhance our school for the benefit of the children's needs.

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.
<input type="checkbox"/> Strategies/activities that encompass the needs of identified subgroups
<ul style="list-style-type: none">• We will form SHIP. SHIP is an acronym for School/Home Integrating Partnerships. It will be P.S. 69's Parent Advisory Council that will consist of parents/guardians of P.S. 69 students, the Parent Coordinator, and the Enrichment Coordinator. The members will attend monthly meetings. In addition, they will be asked to attend PTA meetings monthly. The SHIP members will aid in sharing ideas, developing partnerships and will work to increase parent and family involvement. SHIP will help provide the school with feedback and insight, and serve as an advisory, not a decision-making body, which makes recommendations, encourages brainstorming, and provides opportunities for parent involvement.• In addition, a team of staff members will be created to work together to increase efficiency and to motivate parents/guardians to take a more active role in their child's school. The team, ROPESS, (Reaching Out to Parents Increases Students Success) will consist of an Assistant Principal, the Parent Coordinator, ASD Coach, Social Worker, Librarian, PTA President and Enrichment Coordinator. At monthly meetings, these members will brainstorm and plan activities for both during the day and at night for parents/guardians. Many of those events will include parents/guardians and their children. Once the planning stage is completed, a monthly calendar will be created.• We will hold monthly performances, presentations, and/or interactive workshops<ul style="list-style-type: none">*Enrichment Clusters at night*Father/Daughter Dance*Mother/Son Kickball Game

- *Family Movie Night
- *Reading under the Stars
- *Magic Show
- *Kindergarten Fashion Show
- *Literacy and Math workshops presented by our Literacy and Math Coaches
- *Winter Show and End of Year Grand Finale performed by children
- *Magic of MIM Celebrations showcasing the children's talents
- *Parent Brown Bag Lunches- Once a month parents/guardians will be invited to listen to a presentation by a speaker and ask questions. Refreshments are served

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

- Principal
- Three Assistant Principals
- Parent Coordinator
- Enrichment Coordinator
- Classroom Teachers K-5
- Members of SHIP
- PTA members
- ROPESS Members
- SHIP Members

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

- Sign-in Sheets
- Evaluation/Reflection Sheets
- Results of school survey
- Monthly Calendars

Timeline for implementation and completion including start and end dates

September 2013-June 2014

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

SHIP, our Parent Advisory Council-

- Opportunity to join SHIP was given to entire parent/guardian population
- Monthly meetings are held on a Monday at 9:00AM.
- Members worked together to form by-laws and logo for council
- Formed as a result of feedback from school survey

- Schoolwide Enrichment Model
- www.gifted.uconn.edu/sem
- The Schoolwide Enrichment Model: A How-To
- Guide for Educational Excellence
- Ready Gen and Go Math presented in workshops by coaches
- Guest speakers invited depending on the interests and needs of the parents/guardians
- All presentations, performances, dances, games, are held both during the day and at night to allow for parent/guardian participation.
- Brown Bag Lunches are held during a lunch hour.

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).

- We will form SHIP. SHIP is an acronym for School/Home Integrating Partnerships. It will be P.S. 69's Parent Advisory Council that will consist of parents/guardians of P.S. 69 students, the Parent Coordinator, and the Enrichment Coordinator. The members will attend monthly meetings. In addition, they will be asked to attend PTA meetings monthly. The SHIP members will aid in sharing ideas, developing partnerships and will work to increase parent and family involvement. SHIP will help provide the school with feedback and insight, and serve as an advisory, not a decision-making body, which makes recommendations, encourages brainstorming, and provides opportunities for parent involvement.
- In addition, a team of staff members will be created to work together to increase efficiency and to motivate parents/guardians to take a more active role in their child's school. The team, ROPESS, (Reaching Out to Parents Increases Students Success) will consist of an Assistant Principal, the Parent Coordinator, ASD Coach, Social Worker, Librarian, PTA President and Enrichment Coordinator. At monthly meetings, these members will brainstorm and plan activities for both during the day and at night for parents/guardians. Many of those events will include parents/guardians and their children. Once the planning stage is completed, a monthly calendar will be created.
- We will hold monthly performances, presentations, and/or interactive workshops
 - *Enrichment Clusters at night
 - *Father/Daughter Dance
 - *Mother/Son Kickball Game
 - *Family Movie Night
 - *Reading under the Stars
 - *Magic Show
 - *Kindergarten Fashion Show
 - *Literacy and Math workshops presented by our Literacy and Math Coaches
 - *Winter Show and End of Year Grand Finale performed by children
 - *Magic of MIM Celebrations showcasing the children's talents
 - *Parent Brown Bag Lunches- Once a month parents/guardians will be invited to listen to a presentation by a speaker and ask questions. Refreshments are served

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

- Parents As Arts Partners Grant

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.

Goal: To implement a Character Education Program that promotes self-confidence, pride, and integrity in order to foster a "socially sound" school community as evidenced by the Learning Environment Surveys.

- ❖ By June 2014, 100% of all educators will take part in monthly grade meetings. During these grade meetings teachers will be provided with on-going Professional Development to support the establishment of the school-wide Character Education Program.
- ❖ By June 2014, 100% of all students will be exposed to at least ten Character Education Assemblies where they will learn various values and character traits to support their social growth.
- ❖ By June 2014, 100% of the “Character Committee” will meet to review, revise, and enhance the “Character Education Plan” in order to meet the social, behavioral, and emotional needs of our students.
- ❖ By June 2014, 100% of all classrooms will be following a Positive Behavior Support Model to reinforce appropriate behavior and highlight collaboration amongst students.

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.

- ❖ Being that the Common Core Standards place a heavy emphasis on engaging in open minded discussions, questioning the work of peers, building on the ideas of others, and collaborating with diverse partners, the cabinet felt that students would greatly benefit from a program that supported the appropriate development of these skills. The cabinet and staff members agreed that the self esteem of our students will increase while taking part in the Character Education Program and this will result in highly motivated learners. Increased self esteem and motivation will also promote a strong student body prepared for the academic rigor of the Common Core Standards.
- ❖ A Character Education Program was also developed in effort to bring the ideas from the *Respect for All Students Program* to the surface of our school community. The cabinet felt that this school-wide program would ensure that a safe, valued, and respected learning environment will be provided on a daily basis. The Character Education Program will impact the social development of our students resulting in a community that has core values embedded in its day to day routines and rituals.

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.

- ❖ **Strategies/activities that encompass the needs of identified subgroups**
- ❖ The Character Committee will meet monthly. Various stakeholders will be on the committee in order to engage diverse perspectives in the planning process. This team will initially discuss behavioral, academic, social, and emotional patterns of students in the past discerning which traits/values are most important to teach. This team will design monthly interactive assemblies for each grade level based on the “trait of the month.” The team will also research Common Core Based Literature that can be used in every classroom as a follow up to the assembly in order to reinforce the trait that was taught. Along with the literature, the committee will begin to share the language that is used with our ASD Nest Classes. This language centers on the premise of “togetherness” and emphasizes the importance

of each person's role within a group. Teachers, students, administrators, paraprofessionals, and school aides will begin to use this vocabulary to establish a culture where teamwork is apparent.

- ❖ Each month educators will select a student as "the student of the month." (one per class) These students along with their parents/guardians will be invited to an assembly where they will be honored by their administrators.
- ❖ Students will also be introduced to the "fishbowl" model. This model was developed by the Character Committee in the spring of 2013. It follows the grounds of Positive Behavior Support and it will be done school-wide. Students will be working as "class teams" to earn fish in their class "fishbowl." Students will be highlighted monthly with school spirit days for their teamwork.
- ❖ The English as a Second Language Teacher will be creating individualized lessons based on the monthly character traits. This teacher will be following the same literature that is chosen for the school community, but during her small group sessions she will be "bridging the gaps" between the values of the many cultures that encompass our school. Affording these subgroup students the opportunity to understand how our cultures are connected and what values will help them succeed will boost their reading comprehension. It has been discovered amongst our teachers that many of the subgroup students struggle with understanding various reading passages where they are asked to determine the moral or the lesson of the text. After receiving direct instruction regarding morals and values on a consistent basis and practicing these values daily, students will have a better understanding in the reading content area.

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

- ❖ ASD Nest Coach
- ❖ Speech Language Pathologists
- ❖ Occupational Therapists
- ❖ K-5 General Education Teachers/Special Education Teachers/Nest Trained Teachers
- ❖ Principal/Assistant Principals
- ❖ Dean of Discipline & Safety
- ❖ ASD Nest Consultants
- ❖ Social Worker

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

- ❖ Character Committee members will meet monthly to reflect on the impact that the program is having on students.
- ❖ The Committee will serve as “life lines” on their grade level teams and welcome mini professional development sessions and feedback to ensure that refinements are made where applicable.
- ❖ The ASD Nest Coach will hold monthly grade meetings laying out the concepts for the following month. During these meetings, teachers will have the opportunity to voice their concerns and to discuss how their students are responding.
- ❖ Students that are honored each month will be interviewed to informally assess their understanding of the trait presented and how it applied to them during the school day.
- ❖ The ASD Nest Coach will collect data on the Positive Behavior Support System by charting the number of “fish” per grade level each month. The goal is for the positive to increase steadily by the end of the school year. This data will allow the team and the cabinet to assess the effectiveness of the program.

❖ Timeline for implementation and completion including start and end dates

- ❖ September 2013- June 2014

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

- ❖ The opportunity to join the Committee was provided to all educators. After collecting interest slips, the Committee was established.
- ❖ Character Committee members will meet monthly to reflect on the impact that the program is having on students.
- ❖ The ASD Nest Coach will hold monthly grade meetings laying out the concepts for the following month. During these meetings, teachers will have the opportunity to voice their concerns and to discuss how their students are responding.
- ❖ *The “One Can Count” Lanza Grant* will be utilized to support the purchase of necessary literature.
- ❖ The school will utilize the “Auto-Be Good” series during assemblies to teach each character trait through a child friendly lens.
- ❖ The ASD Nest visuals and vocabulary will be used as a reference to support the planning process.
- ❖ Various Julia Cooke social books will drive the content of assemblies.
- ❖ The ASD Coach will reach out to community resources to hold assemblies regarding good character.

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).

- ❖ Initially parents/guardians will be provided with a newsletter outlining the trait of the month and strategies that could be used at home to support the program. After the first two initial letters, parents/guardians will be directed to the school's website to find the Character Education Page.
- ❖ Students that are honored each month will be posted on the webpage.
- ❖ The parents/guardians of the students that are honored each month will be invited to an assembly where they will be given the opportunity to celebrate and highlight their child.
- ❖ Character Committee Teachers will visit School Leadership Team Meetings, so that the team may be briefed on the Character Education Program and the positive impact it will have on the school community.
- ❖ Parent/Guardian Workshops on the traits celebrated and taught will be held during the day and at night.

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	x	Grants
List any additional fund sources your school is using to support the instructional goal below.							
• One Can Count Grant							

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.

Goal: By June 2014, the number of students performing at Level 3 & 4 in ELA and Math will increase by 10% by embedding a culture of ongoing participation for all school stakeholders using an inquiry approach that involves the school community to analyze data and student work (student writings, student oral responses, running records, DRA2 scores, NYS Testing Grades 3-5, anecdotal notes, baselines assessments, unit assessments, rubrics, observations, parent/teacher conferences, school-wide instructional goals, school-wide trends and current educational literature) so that teachers can make adjustments to instructional practices and provide feedback to meet the students' educational needs that will result in students gaining the necessary skills to perform the tasks stated on the NYS Common Core Standards.

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 reviewing our Quality Review 2012-13, it is noted that our classroom teachers have used anecdotal notes, rubrics, checklists, unit assessments, and

state tests to develop learning goals. However, the report finds that our school level inquiry teams meet infrequently resulting in educational flaws that need to be addressed. Teachers were not able to share information from student data and work on a consistent basis. This resulted in missed opportunities to make adjustments to instructional practices and feedback to students that could have a positive impact on the school.

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.

• Strategies/activities that encompass the needs of identified subgroups

- To incorporate close reading in our instructional focus and goals to improve ELA performance for targeted students and our IEP subgroup.
- To incorporate higher order thinking math tasks in our instructional focus and goals to improve math performance for targeted students and our IEP subgroup.
- Target ELA students whose academic performance is just below CCSS standards. They need academic intervention to maintain CCSS standards. These students have NYS test scores/DRA2 scores that are considered high 2 or low 3 performances. Student data and student work suggests that they lack the critical thinking skills necessary to meet the new Common Core State Standards.
- Continue to focus on tracking math students who have consistently been targeted students over multi-years. Our targeted math students were chosen from our subgroup population with the need of highest student improvement (IEP, Hispanic).
- Create an instructional focus for our targeted populations based on student performance that focuses on: “Close Reading”- to direct student attention with intense emphasis on high quality text itself, to empower students to understand the central ideas and key supporting details ultimately leading students use of extended and strategic thinking to gain understanding of the text as a whole.
- Create an instructional goal(s) for our targeted population that will be achieved by June 2014.
- Teachers will track targeted population using a tracking sheet. The tracking sheet will be maintained for student data (assessments, rubrics, next steps, student work, anecdotes) and achievement of goal.
- Extended day period to provide small group instruction for targeted students.
- Extended day period to provide IEP students with small group instruction.
- Extended Day period to provide ESL students with small group instruction.
- Saturday Academy to address educational needs of our IEP Subgroup population
- Use of different instructional materials, manipulatives and instructional strategies for targeted students.
- Set up Inquiry Period once a week for inquiry work and instructional planning for targeted students.
- Set up additional prep time twice a month for inquiry teams to engage in professional collaboration by analyzing student work and data, looking for school-wide trends and making necessary ongoing adjustments to school-wide and classroom instruction to improve student learning.
- Once a month professional development for using the inquiry approach and sharing of pedagogy and best practices.

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

- The Core Inquiry Team consists of multidiscipline professional educators to ensure that we meet the needs of our diverse population with a focus on improving student learning. The team will meet frequently on an ongoing basis to facilitate all school activities to

analyze school data and student work. They will look for school trends; participate in establishing school goals, provide professional development to look at student work and data for all stakeholders. The needs of student subgroups will be disseminated to identify educational needs and adjust instructional practices to meet those needs.

- The Grade Level Inquiry Teams will facilitate the needs of their students on their grade. They will make ongoing necessary instructional adjustments and provide feedback to their students. The team will collaborate with the Core Inquiry Team on an ongoing basis to use student data and work to improve student performance.
- Full Time Data Specialist
- Principal
- Three Assistant Principals
- Saturday Academy Teachers
- NYS Exams- ELA, Math including Item Skills Analysis
- DRA2 Assessments K-2
- Timeline for assessments and targeted instruction
- Unit Tests
- Initial Assessments
- Mid-Assessments
- Final Assessments
- Excel Spreadsheets
- ReadyGen Program
- Journey's Reading Program
- New York Ready Assessment
- Go Math Instructional Program including Think Central website

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

- The Core Inquiry Team consists of multidiscipline professional educators who meet frequently on an ongoing basis to facilitate all school activities to analyze school data and student work. They will look for school trends; participate in establishing school goals, provided professional development to look at student work and data for all stakeholders. The needs of student subgroups will be disseminated to identify educational needs and adjust instructional practices to meet those needs.
- The Grade Level Inquiry Teams will facilitate the needs of their students on their grade. They will make ongoing necessary instructional adjustments and provide feedback to their students.
- Twice a month core and grade level inquiry teams engage in professional collaboration by analyzing student work and data, looking for school-wide trends and making necessary ongoing adjustments to school-wide and classroom instruction to improve student learning.
- Once a month professional development for using the inquiry approach and sharing of pedagogy and best practices.
- Data Specialist breaks down data for inquiry teams to share and collaborate. Ideas are brainstormed on student work and data (*What does the work reveal about students' skills, knowledge and thinking? What required Common standards require students to know and be able to do?, What gaps exist between the current student performance and the desired student performance?*)
- Instructional decisions are made as a collaborative team based on the implications of the student data and work to design flexible instructional plans to improve student performance.

• **Timeline for implementation and completion including start and end dates**

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

- NYC Inquiry Team Handbook
- Data Specialist Monthly Newsletter
- P.S. 69 Progress Report (last 3 years)
- P.S. 69 Quality Review 2012-13
- P.S. 69 Annual NYS Report Card
- Dept of Ed NYC Instructional Expectations 2013-14
- P.S. 69 Instructional Expectations 2013-14
- Danielson’s Framework
- Common Core State Standards
- SESIS 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/Guardian Letters to inform them of the academic intervention programs for extended day for their children with detailed information about how this program will best serve their child by increasing their school performance.
- Including conversations with Parents/Guardians during PTA Meetings about the school-wide goals and expectations with the data to support it.
- Include conversations about student work and indications for academic instruction during parent/teacher conferences.
- Invite parents/guardians of students in the lowest 1/3 to a meeting to set up an action plan on how to help their students meet the standards.

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

	<p>intervention provider works with students in grades 1&2. Students will learn strategies that will help them to make significant strides in reading comprehension, which will help them to increase their ELA levels.</p>		
Mathematics	<ol style="list-style-type: none"> Project Leap- The school has two academic intervention providers who work with students in grades K-5. These students are targeted groups identified by our school's Inquiry Team. The teachers use the results from the Math Baseline and Benchmark Assessments to identify skills that these students need greater support with. RTI Model – Classroom teachers will be building the RTI model into their daily math block. Teachers work with targeted students identified by the school's Inquiry Team. Teachers work with these students to scaffold instruction where remediation is needed. Saturday Academy- The purpose of the Program is to provide additional academic support in ELA and Math. Every 3rd grader will be invited to attend this Program, as well as approximately seventy 4th and 5th graders. GoMath Program- An academic intervention provider will be working with a student who is struggling with math concepts. She will be targeting the skills the student needs support with. 	<ol style="list-style-type: none"> Small Group Small Group Small Classes Individually 1:1 	<ol style="list-style-type: none"> During the School Day # of students: <u>72</u> During the School Day # of students: <u>7</u> Saturdays January 4th through March 29th 9:00am to 11:30 am # of students: <u>150</u> During the School Day Began December 4th # of students: <u>6</u>
Science	<ul style="list-style-type: none"> Embedded into ELA *See ELA Above 	See Above	See Above
Social Studies	<ul style="list-style-type: none"> Embedded into ELA *See ELA Above 	See Above	See Above

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>6. Guidance Counselor- Peer mediation; Conflict resolution; Fostering social emotional awareness, self –esteem, self-respect, caring classroom; Improving attention, focus, and behavior; Career development; Crisis Intervention; Parental contact & counseling; ACS referral & outreach.</p> <p>7. School Psychologist- At-risk counseling, crisis intervention; Behavioral consultation/violence prevention.</p> <p>8. Social Worker- Meets with students for: lack of focus, depression, physical emergencies- as needed. Meets with parents with regards to children who have social issues which are impacting their academics.</p> <p>9. Health Related Services- Diabetic testing/insulin coverage; Asthma treatments; Daily meds, first-aid; Asthma classes.</p>	<p>1. Individual 1:1</p> <p>2. Individual 1:1</p> <p>3. Individual 1:1</p> <p>4. Individual 1:1</p>	<p>1. During the School Day # of students: <u>2</u></p> <p>2. During the School Day # of students: <u>0</u></p> <p>3. During the School Day # of students: <u>2</u></p> <p>4. During the School Day # of students: <u>0</u></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*.
- 5. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- 6. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

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

Title I Status

Indicate with an "X" your school's Title I Status.			
	School Wide Program (SWP)	Targeted Assistance (TA) Schools	x 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.

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).

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.).

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.).

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.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;
 - complete my homework and submit all assignments on time;
 - follow the school rules and be responsible for my actions;
 - show respect for myself, other people and property;
 - try to resolve disagreements or conflicts peacefully;
- A. 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 31	Borough Staten Island	School Number 069
School Name The Daniel D. Tompkins 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 Ms. Doreen E .Murphy	Assistant Principal Mrs. Leila Minaci
Coach Jamie Bacetty	Coach Carolyn Sliger
ESL Teacher Jean Kashanian	Guidance Counselor Nicole Stantella
Teacher/Subject Area Nicholas La Cava	Parent type here
Teacher/Subject Area type here	Parent Coordinator Maragret Goodman
Related Service Provider Cynthia Schargen	Other type here
Network Leader(Only if working with the LAP team) Deborah Maldonado	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.	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	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	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	3	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	942	Total number of ELLs	46	ELLs as share of total student population (%)	4.88%
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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														
SELECT ONE	1	1	1	1	1	1								7
SELECT ONE														0
Total	1	1	1	1	1	1	1	0	0	0	0	0	0	7

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	46	Newcomers (ELLs receiving service 0-3 years)	37	ELL Students with Disabilities	10
SIFE	0	ELLs receiving service 4-6 years	9	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	37	0	5	9	0	5	0	0	0	46
Total	37	0	5	9	0	5	0	0	0	46

Number of ELLs who have an alternate placement paraprofessional: 3

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
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	5	4	1	1	4	0								15
Chinese		1		1	3	1								6
Russian	2													2
Bengali														0
Urdu					1									1
Arabic	1	3	2	4	3	2								15
Haitian														0
French														0
Korean	2	1												3
Punjabi														0
Polish														0
Albanian		1				1								2
Other				1		1								2
TOTAL	10	10	3	7	11	5	0	46						

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)	2	1	0	0	3	2								8

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)	1	2	2	3	3	1								12
Advanced (A)	7	7	1	4	5	2								26
Total	10	10	3	7	11	5	0	0	0	0	0	0	0	46

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	5	3	1		9
4	1	2			3
5	7	1			8
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	6		3		1		1		11
4	1		1		2				4
5	6		1		0		1		8
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

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

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

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

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

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

Paste response to questions 1-6 here

Our staff uses data to inform decision making and drive instruction. Ongoing assessment allows us to not only evaluate student learning and growth but to also effectively target instruction. The DRA assessment provided the following data about our ELLs:

Grade	DRA Levels
K	P/A
1	A-B
2	C-H
3	J-L
4	L-P
5	M-T

These results indicate that reading levels vary from "at risk" to "on standard". The instructional programs we implement are geared toward meeting the literacy needs of our ELLs.

1. Our school uses the DRA assessment to:
 - 1) determine reading level (independent instructional or frustration)
 - 2) notice reading behaviors
 - 3) determine guided reading groups
 - 4) decide on instruction for skills blockThe results inform our instructional plan. Our ELLs benefit from this assessment in that they are placed in appropriate groups for instruction. Small group, differentiated instruction allows the teacher to not only monitor reading comprehension strategies that our ELLs have acquired but to also notice areas where repetition and reinforcement are necessary.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
 2. We have found that the trend in LABR results fall into 5 categories:
 - a. Newcomers who speak minimal or no English become our new beginner ELLs.
 - b. Special education students with severe cognitive delays are also beginner ELLs.
 - c. Students transferring from private, parochial, or out of state whose parents indicate a language other than English along with English on the HLIS usually pass the LABR.
 - d. Students born in the United States who speak only another language, not English, at home tend to score at the low intermediate level of the LABR.
 - e. Students who are truly bilingual, with preschool attendance and some English spoken at home tend to score Advanced or pass the LABR. They also achieve a high percentage on the Spanish LAB.The 2013 NYSESLAT results reveal once again that our 8 beginner students are either newcomers or have been classified with a learning disability that impedes their progress in reading comprehension and writing ability. Of our twelve intermediate students, seven have progressed a proficiency level. Five have remained at an intermediate level with their raw scores in reading and writing dropping. Once again these are SWD whom we are targeting for intensive interventions. Our nineteen advanced students have not only gained at least one proficiency level but have also exhibited growth in overall raw score. They are virtually on par with native English speakers in their classrooms.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Paste response to question here:
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?

4a. The patterns across proficiencies and throughout the grades indicate that speaking and listening skills develop more quickly than

reading and writing skills; our ELLs typically follow the accepted stages of language acquisition. Tests that are read aloud, with repeated directions and some explanations yield higher results than tests without modifications. Our ELLs take tests in English except for the NYS Math assessment which is available in several native languages. The above results led to our goal of improving reading comprehension and writing skills. Classroom teachers are well equipped to provide instruction and modeling of the writing process. Small group instruction and guidance during our balanced literacy block benefits our ELLs. Further interventions include an F status teacher who pushes in to support ELLs in their classroom. For our most “at risk” students (determined by ELA and Math scores, periodic assessments, teacher input) we have initiated our ELL TEAM approach-intensive reading and math instruction. Vocabulary development is one of our bottom lines and ELL students are benefitting from this focus and direct, explicit vocabulary instruction. We expect our differentiated, targeted, data driven interventions to have an impact on all state assessments.

Since our goal is for our ELLs to communicate effectively in all modalities and for BICS and CALP to develop as simultaneously as possible, we provide challenging content area instruction which is aligned to classroom activities. We use research based strategies to enhance learning. The Common Core learning standards now guide our lessons. We use the appropriate scaffolding components to drive instruction.

b. ELL Interim Assessments are used by the ESL teacher to drive future instructions. Results are shared with the classroom teachers who use the information to guide assignments and expectations. Individual needs for improvement are addressed. School leadership brainstorms ways to support our ELL's and assures their inclusion in all academic interventions. Our Leadership Team offers materials, strategies and mentors to guide our staff. Our ESL teacher is a member of our Inquiry Team and as such has access to all assessment reports. In depth analysis of available data (ITA, ELA, State Math test, DRA) allows us to remediate problems, monitor progress and deliver targeted differentiated instruction. Standards based instructions, accountability, scaffolding of academic language, modeling; rephrasing and clear expectations will lead to cognitive academic language acquisition. Further, ELL participation in academically rigorous tasks and group activities stimulates language acquisition. The results of our periodic assessments correlate to the results of the NYSESLAT. Our ELLs need to acquire specific reading comprehension skills pertaining to critical analysis, inference and main idea. Where possible native language buddies aid newcomers by offering translations and explanations.

c. The scores on the NYSELA and math assessments have usually correlated with the NYSESLAT results. As indicated above our ELLWD achieve a level one while our intermediate and advanced students mimic the results of our general population. The data shows that our fourth and fifth grade LTE continue to need additional supports and interventions especially in light of their level 1 achievement on the new Common Core based assessment. School leadership is aware of the challenges our ELLs face and seek ways to close the achievement gap.

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 vision for academic success coincides with the guidelines of the RTI frameworks. Once ELL data is analyzed and it is determined that an ELL is floundering, intervention occurs immediately. Classroom teachers work in small groups to deliver differentiated instruction utilizing various strategies and materials to best address the child's learning style. Progress monitoring occurs through observation as well as formal assessments. If the subsequent data reveals that an ELL requires more intense instruction, we use push in teachers, extended day tutorials, SETSS, and AIS. This type of layered intervention and frequent monitoring aligns with the RTI frameworks.

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

We inform teachers of the child's LABR and /or NYSESLAT level. We also discuss the child's prior education, whether they are new immigrants, family literacy, etc. All this data provides useful information to drive instructional decisions. An ELL's level of English language acquisition is a crucial factor influencing how instruction is delivered. All staff receives notification about an ELL's level of language development as well as strategies (modeling ,TPR, scaffolding, rephrasing, repetition , etc.) which best serve the student. Also, instructional decisions such as promotion and/or special education referrals are not made until an ELL has had ample time to adjust and acclimate to our school environment. Our teachers are well aware of the challenges ELL's face as well as the value of time, patience, and cultural sensitivity.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

We do not have a dual language program.

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

We evaluate the success of our ELL programs by analyzing the extent of progress in all four modalities. NYSESLAT scores, and meeting AYP goals. Classroom assessments, state tests, and teacher observations, all provide a lens as to how to our ELL's are performing along with the "hard data" we look for emotional and social indicators including level of adjustment, friendships formed, comfort with participation and so on. We believe that academic, emotional, and social development are intertwined and as such we view each child holistically.

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](#).)

1. Our pupil intake team has attended EPIC workshops and as such is trained in admission procedures for ELL students. Our team consists of the ESL teacher, pupil accounting secretary, parent coordinator, assistant principals and bilingual paras. We are fortunate to have paras who speak Spanish, Arabic, Albanian, Russian and Italian. Upon initial registration, our school secretary distributes the appropriate HLIS in a language that the parent understands. A trained pedagogue assists the parent. Our ESL teacher examines each survey and indicates the proper OTELE code and signs the form. If a language other than English is indicated the ESL teacher, along with a translator may conduct an interview with the parent and child to assess the level of English acquisition and prior education. The LABR is then administered, by the ESL teacher, within 10 school days, to the pupils meeting the criteria for taking the LABR. LABR exams are handscored at the school in order to determine English Language Proficiency level. A record of handscores is maintained at the school. The Spanish LAB is administered to all new admits who are Spanish speaking and have been found to require ESL service.

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.

2. Our school strives to assure that every parent knows and understands the program choices available to them. When a child is determined to be an ELL (hand scores LABR) his/her parents are invited to attend an orientation meeting. Initially, one is given in the morning and the other in the evening during our "Back to School" meeting. Letters are distributed in appropriate languages and follow up calls are made by bilingual school staff. Videos describing the 3 program choices, as well as multilingual parent brochures are available. Translators are available at orientation and if we cannot provide a translator in a particular language, we use the Over The Phone Interpretation Service. Also the parents are given computer web links to various ELL resources. Parents are advised of their prerogative to choose an ESL, or TBE or DL program. If the parent survey indicates TBE or DL, the ESL teacher makes note of this and keeps count. We will inform the parents, in writing, if their program selection becomes available.

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 [\[see tool kit\]](#).)

3. Our ESL teacher sends out entitlement letters within the first ten days of school. Follow up phone calls and approaching parents at arrival or dismissal assures their return. At orientation, parents receive help in completing the Parent Survey and Selection Form. If they did not attend orientation, then telephone interviews are conducted and/or meetings are suggested and set up. Parent Survey and Selection Forms are signed by the parent. A copy is placed in the student's cumulative record folder and a copy is placed in a folder and kept in a central location for monitoring purposes. If a parent does not express a programmatic preference in

any of the ways mentioned above, the default program is transitional bilingual. If there are 15 students on two contiguous grades who share the same home language and no program is selected, the school will open a bilingual class. Continued entitlement letters are distributed the first week of school the parent completes a tear-off to indicate that they are aware that their child will continue to receive ELL services. Also parent letters are distributed to all students who took the NYSESLAT and are deemed proficient.

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.

4. For our ESL classes, students are initially grouped by grade with differentiated instruction geared towards all levels of ELLs. When additional minutes are mandated, students combine with varied grades. The RNMR report, along with interim assessments and classroom teacher consultation provide the necessary data to drive instruction. New admits are immediately brought to the attention of the ESL teacher if they are first time entrants to the New York City school system or ATS indicates they are eligible for services. Placement information is sent to the parents, in their native language.. If a new entrant exceeds the LABR cut score, the parent is also notified that their child is not eligible for services. All parents are notified of their child's eligibility to be tested and the results of the LABR/NYSESLAT. ATS reports (RADP, ROCL, RPOB, RYOS) provide constant updates and cross checks to insure eligible students are discovered, evaluated and placed.

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.

All ELLs requiring the NYSESLAT are identified as they have been receiving ESL services for the entire year. The RLAT and RLER report are used to double check for NYSESLAT eligible students. Parents are notified when the exam will be given and also receive the NYSESLAT Parent Information Brochure. Our ESL teacher administers the NYSESLAT and as such assures that all components are taken by each eligible student. We capture all absent students and follow all the testing requirements. Our ESL teacher and Testing Coordinator work together to establish appropriate schedules, modifications and/or locations for testing.

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. 

5. Our tracking of parent surveys and selection indicates that ESL is the overwhelming choice of our parents. For example, over the past 2 years 95% of our parents selected ESL. Our parent surveys are readily available for review. The original survey is placed in the child's permanent record folder, while a copy is kept in an active binder by the ESL teacher. If necessary the HIBE or RBPS reports in ATS may be checked to ensure continuity of services and compliance with parent choice. Our ESL program is aligned with and reflects parent requests. The ELPC screen in ATS is completed for all new LEP entrants.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

1.P.S. 69 provides instruction to English Language Learners (ELLs) through an ESL program implemented in Kindergarten through 5th grade. Our ESL teacher provides services in 7 “chunks” of time: morning tutorials, 5 periods of pull-out /push-in services and extended day activities. All mandated minutes are provided during the school day. Extended day activities provide remediation and/or enrichment. Our ESL program seeks to provide the means for successful participation and achievement in the classroom. This is achieved in several ways:

- a)The “pull-out” technique allows for the creation of a safe, non-threatening environment in which to both practice basic language skills and become familiar with cultural/school expectations. The students are heterogeneously grouped, most often by grade.
- b)The “push-in” program provides “on the spot help”, not only to the ELL in the classroom but to the teacher working with limited English speakers. The ELL receives guidance while involved in regular classroom activities. Confidence is bolstered as participation increases. Our classes are heterogeneously grouped.
- c)The “co-teaching” approach allows for small group instruction, across the curriculum, in order to facilitate comprehension of content material and provide for continuity of instruction. In the ESL classroom the ELL works on the same tasks and lessons as his peers. Mixed proficiency levels occur in this model.

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)?

2. With flexible scheduling, as well as support and collaboration among staff members we insure that ELL's receive the mandated minutes. Based on LABR and NYSESLAT data, the students receive the mandated minutes; beginners and intermediate 360 minutes, advanced 180 minutes. Intermediate and beginner students attend mixed grade ESL classes in order to receive mandated minutes. Our staff is aware of NYS regulations regarding ELLs. NYSESLAT, as well as interim assessments data analysis, drives instruction and remediation. Our ELLs also participate in varied enrichment activities based on interest and/or talent. One of our "bottom lines" is to enhance our Schoolwide Enrichment Model by studying and exploring Howard Gardner's Multiple Intelligence Theory. This affords us the opportunity to further focus on how our ELLs learn and to also determine their strengths and talents. By participating weekly in an interest based activity (MIM - Minds in Motion) our ELLs are fully integrated into our school culture. Our professional development activities include techniques for classroom teachers to deliver comprehensible information to ELLs. Our math and literacy blocks allow for small group, individualized attention with a focus on differentiated instruction.

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.

3. Content area instruction is delivered in English by either the classroom teacher or content specialist. All of our teachers are trained in meeting the needs of ELLs. By using ESL strategies, such as modeling, scaffolding and peer collaboration, content becomes comprehensible. Our content specialists and coaches often attend workshops offered by the Office of English Language Learners. Also, our ESL teacher collaborates with both the content area and classroom teacher to determine comprehension gaps. The ESL teacher can then address these issues during the ESL class by using visuals, rephrasing and same language tutors. We now also have specifically trained teachers pushing in to content area classes. They focus on ELLs and SWD to make sure content is comprehensible. Their ownership of these students not only encourages the development of academic language, but also fosters the students' abilities to meet the demands of the Common Core Learning Standards. Current ELL research supports our use of video, hands on activity, extensive student discourse, and building on prior knowledge.

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

4. ELLs are formally evaluated in their native language when the Spanish LAB is administered. In other instances, we rely on report card grades from other schools (or countries), prior assessment results, and parental input. We administer the NYS math assessments in available languages.

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

Informal assessments (observations, checklists, anecdotes) as well as formal interim assessments provide the means for appropriate progress monitoring. Teacher created activities and assignments also provide insight into our ELL language development. Teachers are trained to discern the level of the ELL's participation, quality of completed task and adherence to instructions. They look for continuous improvement. Research backs our initial emphasis on oral and auditory language development. Some fluency in speaking is crucial to acquiring reading and writing skills.

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) Plan for SIFE – Our plan for any future SIFE admits includes assessment of their needs, providing state mandated ESL periods, grouping based on language level, relevant materials and any other interventions deemed necessary. AIS, After School Programs, providing a language buddy, reaching out to parents in their native language are all considered and implemented as needed.

B) Plan for Newcomers – Newcomers are fully integrated into our school community. Newcomers are often given same language “buddies” to address immediate concerns. They are also given additional ESL and/or AIS periods. Books on tape and computer activities (such as Edmarks Mighty Math series and Imagination Express series), enrich their transition. These students also benefit from participating in various Title III programs (homework help, test prep, push in teacher). These programs, along with differentiated, small group instruction during literacy and math blocks prepare ELLs for our academically rigorous curriculum and state tests.

C) Plan for 4-6 year ELLs – ELLs receiving 4 – 6 years of ESL services have not acquired the academic language, reading skills and writing ability necessary to succeed on state exams. In order to address these deficits we hire a push-in teacher, encourage participation in after-school activities, tutorials, study groups and use high interest materials (Modern Curriculum Press Quick Reads and Reading for Comprehension) to provide practice. Our Title III Programs offer additional support. Monitoring the progress of ELLs by the Inquiry Team keeps our staff aware of and involved in creating meaningful, standards based lessons for our ELLs. Item analysis of the ELA provides insight as to the specific reading comprehension skills which must be practiced. RTI strategies are implemented.

D) We are a K-5 school and have not had students who have completed 6 years of ESL. However, in the event that this occurs, their needs would be met. Teacher input, item skills analysis of questions on assessments and parent interviews would guide us further to create targeted interventions. The student would be monitored closely to determine whether he is learning and progressing. We are flexible and open to changing strategies to assure success.

E) Plan for transition ELLs – Our transition plan for ELLs who have achieved proficiency includes morning study groups, after school test prep sessions and collaboration between the classroom teacher and ESL teacher. Our classroom teachers are well aware of the challenges these ELLs encounter. Staff development discusses this issue and offers strategies for cooperative/buddy grouping, rephrasing assignments, etc., in other words total inclusion. Our F status teacher also provides support to our transition ELLs. All former ELLs receive the state mandated test accommodations for 2 years after attaining proficiency. These modifications are also in place for classroom tests.

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?

We have extensive classroom libraries, with an emphasis on non fiction. Science and social studies are the major topics of these books and as such help prepare the ELL's for content area study. Our teachers use QTEL strategies developed by A. Waiqul. Research shows that these techniques not only increase comprehension but also accelerate language acquisition. We are implementing the language and tasks outlined by the CCSS. We use the Go Math and Ready Gen series which have strong ELL components. Interactions with smartboards has been effective. Our ESL teacher supplements instruction with Rigby's English in my Pocket, On our way to English and Scott Foresman Accelerating English language Learning. The strong visuals, colorful

charts, musical chants, and high interest, relevant content engage our ELL's. The mentioned strategies are geared to motivate and educate all types of multiple learning styles.

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?

o Identification of ELLs with special needs is immediate. Our CSE team, along with the IEP teacher and speech teacher, notify the ESL teacher of new admits in alternate placements. The ESL teacher then examines the IEP and home language form. Language needs are determined and necessary interventions are put in place. AIS teachers, using the Wilson technique, along with after remedial strategies are used. Our special education ELLs are mainstreamed with our general education ELLs during ESL.. We constantly evaluate our academic process and progress. We are flexible in reviewing, revising, eliminating and implementing strategies. Our teachers collaborate to determine what "works" and will lead to success in a rigorous academic environment. Our Special Ed ELLs are in ICT classes which provide ample opportunity for interaction with general ed students. They reap the benefits of peer tutoring and good language and behavior models. All our ELLs participate fully, in all classroom and school activities. They are considered assets to our school progress and performance. Speech teachers often collaborate with the ESL teacher to discuss best practices to promote language development. ELLSWD are mainstreamed for ESL classes.

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

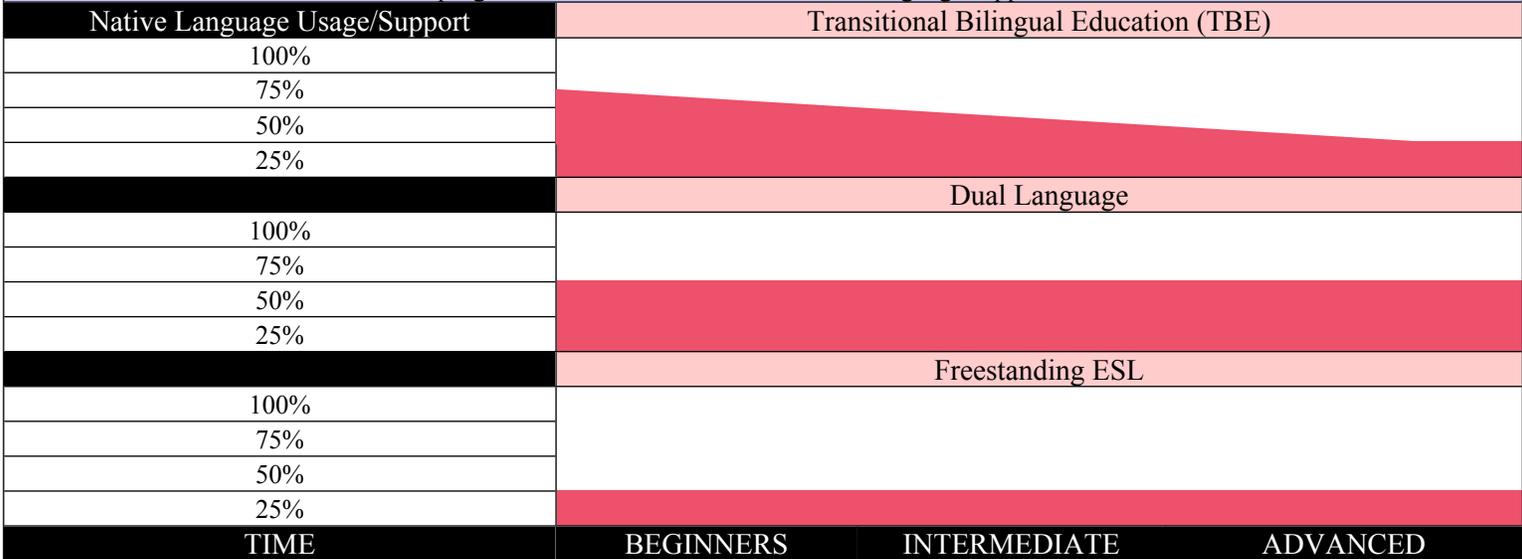
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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.

9. Our ELLs are fully integrated into every aspect of our curriculum. They set comprehensible, achievable goals in each area and are thus forced to think about their learning (metacognition). Content area instruction is scaffolded by modeling, bridging, schema building and other QTEL strategies. Content area teachers attend ESL Professional Development. With the use of the workshop model, all our ELLs are fully involved in small group, differentiated instruction in reading, writing, science, social studies and math. Guided reading, hands on math games, and writing conferences give our ELLs ample opportunity for practice, comprehension and participation. The use of language buddies, bilingual libraries, and "ELL friendly" materials such as Go Math Math, computer software and books on tape enhance academic language. Our ELLs traditionally score above grade level on math assessments. All classes are in English.

Our ELLs are a part of our targeted Inquiry Team students. We study the relevant data and determine the most beneficial interventions. Academic deficiencies are addressed not only in the classroom but during ESL periods, extended day tutorials and morning study groups. Our F status teacher works with both ELLs and former ELLs to remediate weaknesses as well as to offer enrichment opportunities. Our targeted interventions for ELLs in ELA, math and content areas include small group, differentiated instruction, and reteaching in different modalities to assure that we reach our verbal, auditory and tactile-kinesthetic learners. Our workshop model provides ample opportunity for instruction, guidance, practice and review.

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

10. We will continue our new initiative ELL TEAM (Teaching English and Math) which targets our ELLs in grades 3, 4 and 5. In addition to the required ESL periods, an F-status teacher pushes in to our ESL classrooms and targets these students in order to: 1) assess lesson comprehension 2) provide clarification and further explanation 3) model good practices 4) provide one on one support 5) help with homework issues 6) monitor progress 7) collaborate with the classroom and ESL teachers. This approach, along with a push in teacher for science and the services of our ESL teacher have proven to meet the needs of our ELLs. Also, training for our staff on ELL specific issues ranging from language acquisition demands to cultural differences to instruction strategies, has led to increased sensitivity to the needs of ELL's. Teachers are better equipped to create meaningful inclusive lessons.

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

In an effort to create the most positive, effective learning environment our administrators and staff continuously review existing programs. The upcoming school year will bring increased ELL related PD to assure that our students are fully engaged in every aspect of the learning process; the challenges of the CCSS also pertain to our ELL's. Another initiative involves the push in content specialist providing visuals, graphic organizers and helping with content specific vocabulary. We are also considering ways to build upon the native language skills of our students by creating after school language clubs lead by our multi lingual Paraprofessionals. We are incorporating a character building program through out the school. This is advantageous for our ELL's as they learn the meanings of abstract intangible concepts such as tolerance, honesty, gratitude, respect, and loyalty. They will have many meaningful exposures to these concepts as they internalize their meanings. We strive to create proven, researched based programs.

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

We are discontinuing our grade three remediation pull out services in favor of the above mentioned programs. Our data did not support the continued use of this strategy. Our current initiatives are more aligned with the philosophy of the CCLS.

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

13. Our ELLs are afforded equal access to all school programs. Our School wide Enrichment Model provides ample opportunities for our ELLs to participate in enjoyable, non-threatening and educational activities. Type I assemblies, Brown Bag Lunches, MIM (specialized interest periods), and Talent Pool focus on the strengths of each student. ELLs actively participate, develop and showcase their talents, and bolster their confidence by involvement in this initiative. ELLs not only have equal access to all our

daily programs, but also participate in after school activities. Parents are notified (translations available) about Anchor Society, homework help, anchors away, test prep, enrichment clusters, evening events and all other supplemental activities.

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

14. In order to assure academic rigor, ELLs are exposed to quality literature, are involved in small inquiry and study groups and are assessed using various tools, such as Acuity, Harcourt Interim Assessment, teacher created common assessments and portfolio. The use of varied materials, visuals, and realia support student understanding. Differentiation of instruction along with scaffolding of instruction leads to independence at each proficiency level. As a learning community, we embrace discovery based learning techniques for our students. All of the disciplines are taught through the workshop model where the teacher will present new material to the whole group, the students will be involved in a group task, the students will have independent work time, and the teacher will differentiate instruction to meet the needs of the individual students. ELLs are fully integrated and involved in the workshop model. Students are encouraged to draw on their life experiences during writer's workshop. Through exposure to the writings of relevant authors, the students develop a sense of what should be included in their own writing pieces. With the guidance of the teacher during conferencing, each of the students is expected to nurture their writing seeds throughout the stages of the writing process. Each student is reading books that are on the appropriate reading level. It is during reader's workshop where the students will have an opportunity to learn reading strategies and to be exposed to the different literary elements. The teachers will often aide the class in dissecting the work of an author. By scaffolding instruction, ELLs begin to move from pictures to graphic organizers to lists and responses. Students will often work with many different kinds of math manipulatives, and are encouraged to become independent problem solvers. Our ESL teacher uses Quick Reads, Rigby On Our Way to English, and Scott Foresman Accelerated English series. Leveled, non-fiction libraries prepare the students for content area instruction. Technology, aligned with classroom lessons, is utilized (iXL.com, Star Fall, and Tumble Books). These and other research based materials promote language development in all modalities. We now use Ready Gen and Go Math, which contain both ESL and RTI components. Smartboards are proven to be effective instructional tools.

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

15. In all program models, native language support is provided. We know use Ready Gen and Go Math. Smartboards are proven to be effective instructional tools.

15. The native language of our students is celebrated and forms the basis for exploration of their culture, traditions, values and ancestry. Multicultural literature enhances our classroom libraries. Our school library has many translated versions of books. Multicultural fairs are held during the school year to showcase our diversity and afford our students the opportunity to take pride in their heritage. We are continuing to build our bilingual non-fiction libraries so that social studies and science become more easily comprehensible. Parents are also encouraged to utilize these sources to educate and inform their children. Native Language is also used to inform parents of important social services such as Child Health Plus, Free Lunch/Breakfast etc. Same language buddies, use of bilingual glossaries and bilingual content related books support the use of native language to transition to second language. Parents are invited to read in their native language to same language students.

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

We are diligent in providing support and resources which correspond to the ELL's ages and proficiency levels. With the guidance of formal and informal assessments we are well aware of our ELL's varied proficiency levels. Our literature rich classroom libraries are leveled, MIM sessions are age appropriate and lessons are differentiated. Speech teachers collaborate with ESL teachers to determine both the needs of students as well as the best methods to address these needs.

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.

17. Newly enrolled ELLs (and their families) are greeted personally by the ESL teacher and appropriate translators. They are welcomed to our community, assured of our commitment to educate their child, informed of school policies and requirements and encouraged to discuss any issues and concerns. They are made aware of our "open door" policy at P.S. 69 and our dedication to creating a warm, safe and welcoming social and educational environment. We enlist the help of a "PRO Team" (Parents Reaching Out - volunteers who speak the same language as new comers) member for further assistance and to increase the comfort level of being in a new, unfamiliar environment.

Prior to the beginning of the school year, we hold a Kindergarten orientation. Parents of ELLs have access to translators, the ESL

teacher, parent coordinator and administration. All their concerns are addressed. In addition, all students receive a “Welcome Back to School” letter itemizing procedure, necessary supplies, and school schedules. Translated versions are sent as needed. In September our ESL teacher holds an orientation for ELL parents. She also meets the parents of new admits, as they enroll, to explain options and procedures as well as handle concerns. .

18. What language electives are offered to ELLs?

18. English is our language of instruction. We do, however, encourage and invite parents who speak and read in languages other than English to come to school and read to our students in their native language. Our multi lingual paraprofessionals also participate in native language read alouds and offer native language support.

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)?

We do not have a dual language program.

C. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1. Our entire staff including principal, assistant principals, paras, guidance counselors, occupational, physical and speech therapists, secretaries and parent coordinator participate in on-going staff development sessions. ELL specific issues are addressed in workshops conducted by coaches, support specialists and ESL teachers. These sessions are held on staff development days and after school. ESL specific topics are also discussed during faculty conferences. Our onsite teacher center offers ELL related materials and research.

September – Identification of ELLs

October – Multicultural issues and the ELL student

November – States of language acquisition

December – ESL techniques and methods

January – Ideas for classroom teachers

Other workshops, not yet completed will follow for the months February – June. Our ESL teacher as well as classroom teachers attend QTEL apprenticeship sessions and other ELL related professional development. They then turnkey the information for our staff. Classroom teachers often observe ESL methodologies in the ESL classroom. Our staff development often includes an ESL component where our ESL teacher supports the workshops presented by our literacy and math coaches. This support includes discussions about scaffolding of instruction, use of collaborative activities and experiments/manipulatives. We have also implemented “Lunch and Learn” and “Study Groups” with our ESL teacher. Our staff is trained in utilizing effective ESL strategies into daily activities, group lessons, content area instruction and assessments. Cultural implications, laws governing ESL and other issues are also discussed.

2. With reference to the CCLS our ESL teachers attend work shops sponsored by OELL, watch webinars and study research papers related to supporting ELL's as they engage and fully participate in the rigors of the CCLS

3. In order to assist our staff in their efforts to support ELLs as they transition from one grade level to the next, we hold articulation meetings during the June clerical days. Classroom teachers, our guidance counselor, as well as our ESL teacher, have the opportunity to discuss ELL students-their progress, reading and math levels, language needs, social issues and any other topics deemed relevant. This enables the future teacher to differentiate instruction for ELLs from day one. Personnel and students from our intermediate school come and speak to our 5th graders. These students attend an orientation session at our local intermediate school IS 72.

4. Collaboration between staff is valued and as such common preps, by grade, have been initiated. Effective planning, meaningful discussion and Professional Development time are a result of these common meeting times. All of the above Professional Developments meet and surpass the 7.5 (10) hours of ESL mandated training. Records are maintained in a binder by the ESL teacher.

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?

Paste response to questions 1-4 here

Our aim is to establish mutual trust and respect between ELL parents and our staff. The parents of ELL students are encouraged to not only become familiar with our school procedures but to also become active participants in school events. We hold informative orientation sessions in the fall for newly enrolled ELLs as well as continuing ELLs to discuss issues relevant to the upcoming school year (schedules, school events and meetings, expectations, calendar etc.), and in spring for incoming enrolled kindergarten students and any new entrants. Additionally, in spring, parents are invited to learn about state exams and the requirements for their children. We provide translators as well as translated versions of various forms and letters. During parent orientation, administrators are introduced, and a tour of the building is given. Our staff provides a warm, respectful and welcoming atmosphere. Our ESL teacher provides adult English classes. Many parents have taken this opportunity to improve their own language skills and as such become positive education role models for their children. The NYC translations services are used to inform parents of mandated assessments and expectations. Our PTA is diverse and reaches out to ELL parents in an effort to encourage membership. Most of our parents attend parent-teacher conferences because we provide translators for both the afternoon and evening conferences. ELL parents are encouraged to attend literacy and math workshops given by our coaches. Our PRO Team (Parents Reaching Out) initiative has proven to be quite successful. In an effort to “buddy” our newcomer parents with truly bilingual, experienced parents, we reached out and enlisted the help of parent volunteers. They often act not only as the liaison but also offer support and explanations to newcomers. They raise their comfort level and as such hasten the adjustment period related to recent immigration and/or first exposure to New York City schools. The above procedures assure that we meet the needs of ELL parents. Our progress report consistently rates our school an A in Communication and Engagement. Our ELL parents are given parent survey forms in their native language and as such are strongly represented in our progress report. We distribute report cards in our high frequency languages. Our P.S. 69 website is available in diverse languages. Our parent coordinator surveys our parents to determine their needs.

Our school has partnered with Staten Island hospital to provide wellness seminars as well as workshops to discuss health related issues. We hold a Health Fair each year to disseminate relevant information.

Our parent coordinator reaches out to all parents at PTA meetings, orientations, arrival and dismissal. She ensures that translators are readily available.

We now have a team in place to discuss and brainstorm ways to encourage parent participation and involvement with our school. Outreach to ELL parents is a crucial component of our school's mission, and vision.

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: The Daniel D. Thompkin School

School DBN: 31R069

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms. Doreen E. Murphy	Principal		11/15/13
Mrs. Leila Minaci	Assistant Principal		11/15/13
Mrs. Margaret Goodman	Parent Coordinator		11/15/13
5Mrs. Jean Kashain	ESL Teacher		11/15/13
	Parent		11/13/13
Mr. Nicholas LaCava	Teacher/Subject Area		11/15/13
	Teacher/Subject Area		11/15/13
Mrs. Jamie Bacetty	Coach		11/15/13
Mrs. Carolyn Sliger	Coach		11/15/13
Ms. Nicole Stantella	Guidance Counselor		11/15/13
Ms. Deborah Maldonado	Network Leader		11/15/13
	Other		11/13/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 31R69 School Name: Public School 69R

Cluster: 5 Network: CEI-PEA

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.

We use several methods in order to assess our school's translation needs:

- a. Compile data from Home Language Identification surveys and LEP language report (RHLLA)
- b. Parent input at orientations and registration
- c. Parent coordinator input
- d. Determine literacy level of our parents to decide if oral as well as written clarifications and explanations are necessary (survey)

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.

Our major language groups are Spanish and Arabic. Traditionally, our parent population is quite literate in their native language and as such written translations often suffice in providing essential information. Oral translators are useful at orientations, PTA meetings, Parent-Teacher conferences and at meetings for mandated services (i.e., special ed, speech, resources room etc.)

Our school community is aware of our translation capabilities through newsletters, word of mouth, kindergarten registration, orientations, PTA meetings, and signs posted at our main entrance which indicate our ability to translate. Before parent/ teacher conferences, parents are asked to indicate whether a translator is necessary.

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.

Our school will provide translations of relevant documents by utilizing the Department of Education website for translation, as well as translations software. Our staff and parent volunteers are also able to offer assistance. Our "PRO TEAM" (Parents Reaching Out Team) is a network of bilingual parents who have volunteered to do both written and oral translations. Report cards are distributed in the languages determined to be necessary.

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 translations, as needed, will be provided by school staff and parent volunteers. The NYC over the phone translations service is also utilized.

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>.

We have utilized and posted many signs provided by the Translation and Interpretations Unit to inform parents of their right to translation services and upcoming events and meetings. We fulfill the requirements of Chancellor's Regulation-A663 by providing interpretation and translation services to all parents who request documents (as indicated in registration materials) in a language other than English. Our multi-lingual staff, along with the parent volunteers and the TI Unit meet our needs. We provide critical documents (Bill of Rights, Safety Plan, Behavior Mandates, Special Education issues) in the parent's language of choice. We also refer parents to the DOE's website where pertinent information is posted in the nine most common languages spoken in New York City. Our P.S. 69 website contains crucial information in our high frequency languages.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Daniel D. Tompkins	DBN: 31R069
Cluster Leader: Deborah Maldonado	Network Leader: Nancy Ramos
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: During School
Total # of ELLs to be served: 41
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 3
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 is located in the Heartland Village neighborhood of Staten Island, New York. We have approximately 930 students. Our ELL population fluctuates between 35-60 students. Entitled students in grades K -5 participate in one of 3 ESL instructional programs outlined in our LAP and Title III overviews. We are committed to providing a quality, standards based education for our ELLs. Our expectations for their achievement is on par with our expectations for our monolingual students.

Our Title III LEP Program is geared towards meeting the needs of our school community. Upon examination of our 2012 NYSESLAT Modality Report and ELA results and discussions with teachers and parents, we have determined that ELLs in grades 1 to 5 would benefit from further supplemental instruction in the 4 modalities, with a concentration in reading and writing. We believe our supplemental programs will further strengthen the home-school connection and as such our students, parents and teachers will benefit from participating in the programs outlined below.

S.O.S. - Signs of Success Grades 1 - 2 October 2012 to March 2013 - Wednesday 3:15 to 4:15

In order to reinforce reading comprehension and/or math skills introduced during the school day, our ESL students will attend review sessions after school. These supplemental instructional support services will be held for one hour two times a week. Our students will benefit from this small group guided intervention as they practice and subsequently acquire the skills necessary for classroom achievement and success. This program is a direct result of our ELL parents being unable to help their children with assignments. We anticipate reaching 5 - 10 students in each session. The language of instruction is English.

F Status Teacher- Grades 3 - October 15, 2012 through June 2013, Monday, Wednesday, Thursday 8:15 to 3:12.

An F status teacher will be hired to provide supplemental support to our ELLs in grade 3. Our rationale for implementing this initiative includes:

A. Feedback from classroom teachers (anecdotal, exam results, classwork) who indicated that their ELL students would benefit from immediate, clear and sustained support not only during our balanced literacy block, but also during content area lessons.

B. Our analysis of the 2012 ELA and Math assessments along with the 2012 RMNR (NYSESLAT Modality scores) report which shows deficits in reading and writing.

Part B: Direct Instruction Supplemental Program Information

C. The observations of pedagogues that this subgroup of students works best in a small group controlled environment which in effect reduces the student teacher ratio.

The above factors support our plan to implement an intensive 3 day a week intervention for our struggling ELLs. This full day, consistent, sustained, and supplemental service will support our Grade 3 students in all subject areas. This small group focused initiative will provide targeted differentiated instruction to our ELLs who have acquired both verbal and listening skills but are delayed in reading and writing. This approach will facilitate comprehension not only of core reading, writing, and math skills but will also aid in acquiring science and social studies concepts.

The F status teacher will provide individualized support by using ESL methodologies which include modeling, repetition, scaffolding, analyzing exemplary work and using graphic organizers, not only during Literacy Blocks but during all content areas.

Project Leap (Grades 3, 4 & 5 and transitional students) January 2013 through March 2013, Monday and Wednesday 2 periods a week.

Project Leap test prep focuses on understanding the demands of the questions and directions on the NYS ELA and Math exams, increasing vocabulary fluency and writing of short response answers.

Based on student need, as determined by teacher analysis of data, students may receive ELA and/or Math test prep sessions. We will serve about 20 students during the school day.

NYSESLAT Prep (Grades 1 - 5) February 2013 to March 2013, Tuesday, Wednesday - 7:15 am to 8:15 am.

NYSESLAT Prep will focus on skills which need to be retaught and/or reviewed based on the recommendation of the ESL teacher. Interim assessment and in classroom observations drive this decision. This program is offered in March and April, 2 mornings a week before school for 10 sessions. Students to receive this service are selected in February.

We will hire 1 ESL certified teacher. We purchased the Attanasio NYSESLAT test prep series.

Our language instruction program is driven by individual student needs and supplements mandated services. Enrichment, remediation and transitional support will be given to identified students. Teacher input and assessment results will determine our students' focus.

We have selected the above interventions because they meet the needs of our ELL population. All activities are in English.

Part C: Professional Development

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:

On-going PD offered by our ESL teacher, Mrs. Kashanian, gives teachers the opportunity to not only enhance prior knowledge but to also initiate topics for future workshops. Our PD is researched based and relevant to student/teacher needs. ELL issues, techniques, strategies and data are discussed in an effort to include ELLs in all aspects of classroom practices. Our entire staff and support personnel will participate in on-going professional development dealing with ESL issues at no cost to the program.

Our ESL teacher participates in researched based, high quality staff development. Our entire staff will participate in on-going staff development sessions. ELL specific issues will be addressed in these workshops that will be conducted by support specialists, coaches, and ELL teachers. These sessions will be held during the Professional Development time throughout the school year.

We plan to hold Lunch and Learn meetings and morning study groups so that teachers may examine and discuss research based articles pertaining to ELL students. In this way our Professional Learning Communities will implement strategies which are relevant and have proven successful.

Identification and Placement of ELLs – November

Stages of Language Acquisition – December

ESL techniques and strategies for the classroom teacher – January

Newcomer ELLs in the Classroom – February

Cultural Issues – March

Testing Regulations/Modifications for ELLs - April

Our ESL teacher, as well as classroom teachers, will be sent to high quality, research based ESL conferences and workshops.

Our professional development activities are aligned with our instructional program. Title III teachers have attended sessions about delivering high quality test prep, the unique needs of ELLs relating to homework and “what works” at each level/stage of language acquisition.

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:

Orientations sessions are held in the fall and spring and as needed for ELL parents. Translators will be provided as needed.

In an effort to empower parents and raise their confidence level, our ESL teacher will conduct Adult English Classes for parents of our students, beginning in February 2013.

Our adult English class is conducted by our fully certified ESL teacher on Wednesday afternoon from 3:30 – 5:30. About 8 -12 students attend each session which runs on a 10 week cycle. The language of instruction is English. This is an essential service which enables parents to better participate in their child’s education.

PRO Team (Parents Reaching Out) English speaking parents have volunteered to “buddy up” with Non-English speakers to help explain school notices, events and expectations. These bilingual parents have proven to be an essential asset in helping our ELL parents feel comfortable and competent in handling and navigating school/community related questions and issues.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$11,200	\$11,200. Only 38% of 3 day F status teacher for grade 3 ESL students Total Cost=\$29,440.00
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	N/A	
Supplies and materials	N/A	

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)	N/A	
Travel	N/A	
Other	N/A	*Please note: The Title III money allocated to our school for the 2012 - 2013 school year only covers 38% of our F status teacher. All other programs will be funded through other resources.
TOTAL	\$11,200.00	