

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

20K069

School Name:

P.S. 69 THE VINCENT D. GRIPPO SCHOOL

Principal:

JAYNEMARIE CAPETANAKIS

Comprehensive Educational Plan Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

Section 1: School Information Page

School Information

School Level: Elementary School Number (DBN): 20K069
School Type: n/a Grades Served: K-5
School Address: 6302 9th Avenue, Brooklyn, NY 11220
Phone Number: 718-630-3899 Fax: 718-630-3894
School Contact Person: Jaynemie Capetanakis Email Address: Jcapeta2@schools.nyc.gov
Principal: Jaynemie Capetanakis
UFT Chapter Leader: Anna Caligara
Parents' Association President: Charmaine Tolentino
SLT Chairperson: Lisa Fung-Fernandes
Student Representative(s): n/a

District Information

District: 20 Superintendent: Karina Costantino
Superintendent's Office Address: 415 89th Street , Room 401, Brooklyn, NY 11209
Superintendent's Email Address: kcostan@schools.nyc.gov
Phone Number: 718-759-4908 Fax: 718-759-4842

Cluster and Network Information

Cluster Number: 6 Cluster Leader: Jose Ruiz
Network Number: 609 Network Leader: Michael Dantona

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jaynemie Capetanakis	*Principal or Designee	
Anna Caligara	*UFT Chapter Leader or Designee	
Charmaine Tolentino	*PA/PTA President or Designated Co-President	
n/a	DC 37 Representative, if applicable	
n/a	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
n/a	CBO Representative, if applicable	
Lisa Fung-Fernandes	Member/ staff	
Shane Mullin	Member/ staff	
Donna Pollari	Member/ staff	
Li Qun Chen	Member/ parent	
Amany Hanna	Member/ parent	
Dan Feng Lin	Member/ parent	
Mabel Moy	Member/ parent	
n/a	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

P.S. 69 is proud to be named The Vincent D. Grippo School in honor of the late superintendent of Community District 20. Opened in September 2002 on the border of Sunset Park and Bay Ridge, P.S. 69 has a current enrollment of 847 students in grades Kindergarten through 5. The majority of our student population reflects the growing Chinese-American immigrant community with over 56% ELL population. In addition to a rigorous academic education in literacy and mathematics, students receive instruction which includes an immersion in the arts and technology, combined with science, social studies, music, and physical education for all.

Our school is comprised of four (4) Kindergarten classes (one of which is a Chinese bilingual class), five (5) first grades (one of which is a Chinese bilingual class), four (4) second grades (one of which is a Chinese bilingual class), five (5) third grades, five (5) fourth grades, five (5) fifth grades and two (2) self-contained Special Education Bridge Classes (Grades 1/2/3 monolingual and Grades 3/4/5 monolingual). The average class size in grades K-2 is thirty (30). Since 2005, overflows of zoned Kindergarten students have attended Kindergarten at another nearby elementary school with a right to return to P.S. 69 in first grade. In 2014-2015 overflow students were sent to several different locations in District 20. Over 400 families applied online to register Kindergarten students; this far exceeds the capacity to which the school can accommodate.

The student body is served by professionals and support staff including one (1) principal, one (1) assistant principal, thirty-one (31) classroom teachers (including 3 bilingual Chinese and 2 self-contained ESL classes), eight (8) cluster teachers, one (1) RTI teacher, one (1) Academic Intervention teacher, one (1) IEP teacher, three (3) SETTS teachers, seven (7) ESL teachers (who utilize a blended push-in and pull-out model), one (1) guidance counselor, eleven (11) paraprofessionals, two (2) secretaries, two (2) safety agents, seven (7) school aides and four (4) additional support personnel, including a full-time literacy coach, full-time mathematics coach, full-time AIS/Data coordinator, and a parent coordinator. SBST members include part-time services of one (1) psychologist, one (1) social worker, and one (1) family worker. Additional support is provided by two (2) full-time Speech teachers, one (1) part-time Chinese Bilingual Speech Therapist, one (1) full-time Occupational Therapist, and one (1) part-time Physical Therapist.

The instructional program is based upon achieving Common Core State Standards in student grade level performance and progress. We continue to implement a Balanced Literacy Program throughout the grades during a blocked reading period, which includes readers and writer's workshop, as well as word study. The Literacy program utilizes the Common Core level texts provided by ReadyGen with an implementation of teacher created lessons and unit planning crafted by grade level with Literacy Coach support. ESL, AIS RTI, SETTS teachers, and a library teacher provide further support for teachers and students. Our mathematics program, Go Math is implemented during a Math block and supported by a full-time Math Coach and three SETTS teachers. Our Science program utilizes a state of the art Science lab supplemented by the Harcourt Houghton Mifflin program in grades K through 5. Our Social Studies program follows NYS Standards and is supplemented by Harcourt Houghton Mifflin textbooks.

Technology is an integral part of our instructional program. All classrooms, including the Library, Science Lab, and Art Studio, are equipped with Smart Boards and every classroom has access to wireless computer carts. A full-time Technology Coordinator and a full-time Computer Technician provide ongoing support of the program by facilitating workshops and maintaining hardware and software.

P.S. 69 has formed relationships with several outside agencies including Arts Connection; New York Public Library; Dancing Classrooms; TaDa Youth Theater; Noel Pointer Foundation (Violin); Poetry Alive; and the Brooklyn Chinese American Association, a local community based organization. P.S. 69 receives support from Children's First Network 609

under the direction of Network Leader Michael Dantona, which provides a team of support specialists to our school in areas of curriculum, management, and organization.

P.S. 69 is recognized as a Showcase School in 2014-2015 for providing a deep and challenging curriculum in visual arts, music, dance and theater, provided by a collaborative team of skilled professionals. Visual arts and music teachers lead the way, along with contributions from all teachers, to integrate the arts across the curriculum. Strong relationships with outstanding arts organizations complete this dynamic framework. All arts curriculum is developed in alignment with the NYC DOE's Blueprint for the Arts, the Common Core Standards and Danielson's Framework for Teaching. Additionally, P.S. 69 is pioneering the development and use of formative assessments in the visual arts. On Showcase visits, educators learn how to naturally infuse literacy in the arts, see systems and structures that bring arts programming to all students and understand how to use the arts to bolster early language acquisition. Each experience helps to build a student's ability to read, write, listen and speak, which helps them to be successful in all areas.

The mission of P.S. 69 is to provide a safe environment that supports, nurtures and encourages academic success for all students. We are committed to providing all students the resources necessary to achieve a collaborative partnership among students, parents and staff.

With this in mind, our vision is for students to become enthusiastic life-long learners and productive citizens. P.S. 69 will provide a safe and fair environment in which the school staff, with support of parents and community, guide the children toward respecting others, understanding the varied cultures of our society, and striving for behavioral and academic excellence. All students will be prepared for a rapidly changing world and be able to access information, solve problems, think critically, make decisions and work productively with others. Ongoing communication and collaboration among classroom teachers, support staff, administration and parents will be present to produce an integrated program for all students.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
 2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
- Based on 2013-2014 School Quality Guide, the school achieved 44% in Levels 3 and 4 in English Language Arts, which was 14% higher than the citywide average of 30% and 4% higher than the district average of 40%. Although 44% of the student population achieved Levels 3 and 4, there is a need to focus and foster English Language Arts development with the remaining 56% of the student population who achieved Levels 1 & 2. There will be a continuous effort to move students from one level to the next level.
 - Based on 2014 Common Core Mathematics State results, the school achieved 65% in Levels 3 and 4 which was 30% higher than the citywide average of 35% and 7% higher than the district average of 58%. Although 65% of the student population achieved Levels 3 and 4, there is a need to focus and foster Mathematics development with the remaining 35% of the student population who achieved Levels 1 & 2. There will be a continuous effort to move students from one level to the next level.
 - Based on the 2013-2014 School Quality Snapshot, students with special needs showed “Excellent” academic growth in English Language Arts as indicated by the four bars.
 - Based on the 2013-2014 School Quality Snapshot, students with special needs showed “Good” academic growth in Mathematics as indicated by the three bars.
 - Based on the 2013-2014 School Quality Snapshot, English Language Learners showed “Excellent” academic growth in English Language Arts as indicated by the four bars.
 - Based on the 2013-2014 School Quality Snapshot, English Language Learners showed “Good” academic growth in Mathematics as indicated by the three bars.
 - According to the 2014 NYSESLAT school-wide results, 10% scored at Beginning, 23% scored at Intermediate, 51% scored at Advanced and 17% scored at Proficient.
 - Rigorous instruction is evident in Common Core aligned curricula in reading, writing and mathematics, as well as across all content areas.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Rigorous instruction is evident in Common Core aligned curricula in reading, writing and mathematics, as well as across all content areas. The instruction is supplemented by a strong fine arts program including Music, Band, Art Studio, Chorus, TADA, Studio in a School and the Violin Program. Teachers are working to include more project-based activities with a focus on small group instruction and higher order thinking skills. Students are equally engaged in team talk, accountable talk and grand conversations.

Our goal for Rigorous Instruction for this year is based on one of the Chancellor’s Four Pillars:

- Improve student achievement by aligning all instruction to the Common Core standards across content areas by using (1) small group work, (2) higher order questioning and (3) discussion and grand conversation.

Specific goals for improvement include:

- By June 2015, all student subgroups in Grades 3-5 will improve in their ELA performance, as demonstrated by

the number of Level 3 and 4 students, increasing by 5% as measured by the NYS ELA Assessment and the Fountas & Pinnell Benchmark Assessments, an indicator used for Measures of Student Learning (MOSL).

- By June 2015, all student subgroups will improve in their Mathematics performance, as demonstrated by the number of Level 3 and 4 students, increasing by 5% as measured by the NYS Mathematics Assessment and locally-selected periodic mathematics assessments.
- By June 2015, the Students with Disabilities subgroup will increase by 5% at the 75% growth percentile in English as indicated by the 2014-2015 Progress Report. By June 2015, the Students with Disabilities subgroup will increase by 5% at Level 3 or 4 on the NYS Mathematics Assessment as indicated by the 2014-2015 Progress Report.
- By June 2015, the number of English Language Learners in Grades K-5 will increase two reading levels as measured by the Fountas & Pinnell Benchmark Assessments.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<p>Literacy Block: During this literacy block, teachers engage students in reading, writing, listening and speaking activities outlined in the ReadyGen curriculum which is aligned with the Common Core Learning Standards. Within each module, students are immersed in literacy skills and strategies from grade anchored texts supplemented by support texts. At the end of the each module, a performance task is administered and at the end of each unit, an assessment is given for vocabulary, writing and comprehension.</p> <p>Math Block: The Common Core based mathematics program by Houghton Mifflin Harcourt program is implemented in all grade levels. The GO Math! program meets the demands of the Common Core Learning Standards in mathematics, particularly to deepen the understanding and students’ ability to demonstrate conceptual understanding.</p> <p>Common Core Performance Tasks: Every grade level, K through 5, implements performance tasks at the end of each module unit in conjunction with the ReadyGen curriculum. This is part of a more rigorous expectation in English Language Arts as detailed in the Citywide Instructional Expectations.</p> <p>Every grade level, K through 5, implements units of study that culminate with the Go Math! NY Performance Task. This ensures that students are able to accomplish more rigorous tasks in mathematics.</p>	All students in grades K-5 including general education students, students with disabilities and English Language Learners	September 2014-June 2015	All teachers including the Literacy Coach, Math Coach, Data Specialist, Principal and Assistant Principal

<p>Tier I and Tier II interventions: Teachers using Response to Intervention (RtI) and licensed special education teachers service students based on individual needs in collaboration with the classroom teacher. At this time, every child within the classroom is serviced within a needs-based small group. Instruction takes the form of guided reading/strategy groups using non-fiction and fiction text sets as well as big books and word manipulatives. At the time of service, each service provider documents the strengths and challenges each student demonstrates in order to inform future planning. Research-based programs implemented are the Orton Gillingham Approach conducted by an associate of the Academy of Orton-Gillingham Practitioners and Educators (A/AOGPE), Wilson Foundations, Morphology by Ronald Yoshimoto, Explode the Code, Early Reading Comprehension in Varied Subject Area, Specialized Program Individualizing Reading Excellence SPIRE, Visualizing & Verbalizing by Nancy Bell, Words Their Way, and MONDO reading intervention.</p> <p>Math RtI Interventions are imbedded into the GO Math! program and the classroom teachers are supported by the SETTS teachers with small group instruction.</p> <p>Content area interventions are addressed through literacy.</p>	<p>Selected students in grades K-5 who are not serviced by SETSS teachers. Students are screened for RtI and if adequate progress is made, service is terminated. After 8 weeks, as students are progressing, other students are rotated into the group.</p>	<p>September 2014-June 2015</p>	<p>AIS teachers, Literacy Coach, Math Coach, IEP Teacher, SETSS Teachers, RtI Teacher, Principal and Assistant Principal</p>
<p>ELA after-school program: Students in need of improvement, particularly students who achieved a Level 1 or 2 on the 2014 ELA State Assessment, are invited to attend an afterschool tutorial each week. The focus is placed on reading and test taking strategies and skills. Instruction is differentiated according to the needs of the students.</p> <p>Math after-school program: Students in need of improvement, particularly students who achieved a Level 1 or 2 on the NYS Mathematics Assessment, are invited to attend an afterschool tutorial each week. The focus is placed on mathematics and test taking strategies and skills. Instruction is differentiated according to the needs of the students.</p> <p>ELA/Math After-school Program for ELL students: An after-school program is offered to students in need of improvement in Grades 3, 4, and 5 to prepare for the ELA and Math exam by grouping students according to their proficiency levels. The ELA and Math program focuses on vocabulary, questioning, word problems, and written explanations.</p>	<p>Selected students in grades 3-5 including general education students, students with disabilities and English Language Learners</p>	<p>September 2014-June 2015</p>	<p>Principal, Assistant Principal, teachers who participate in the afterschool program, Literacy Coach, Math Coach</p>
<p>Parent engagement opportunities on Tuesday afternoons provide another avenue for increased communication between home and school. During that time, teachers can communicate with parents about student progress.</p> <p>All of the preceding activities continue to work towards the shared goal of improving student outcomes and preparing student for</p>	<p>Parents and families of all K-5 students</p>	<p>September 2014-June 2015</p>	<p>Principal, Assistant Principal, Literacy Coach, Math Coach, Parent Coordinator, all teachers and support staff in</p>

success in school and beyond. All school staff, students and parents show trust across the community.			grades K through 5
---	--	--	--------------------

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

The school follows a 7 day schedule.

ReadyGen and GO Math! Instructional materials

The literacy block is scheduled daily. In addition to this, funds are set aside to provide blocks for unit planning. The math program is blocked by grade level. During the block, the children are immersed in mathematics instruction.

Performance tasks are administered after completion of each module in literacy. Performance tasks are administered after completion of each chapter in math. During collaborative periods occurring once a week, teachers analyze student assessments using the associated rubric to evaluate student work.

Flexible scheduling allows both Special Education licensed and AIS teachers to create groups based on need.

Per session rates for teachers and paraprofessionals who participate in the ELA/Math/ELL after-school program. Students are organized into small groups where instruction will occur once a week for two hours.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic	n/a	Title IIA	X	Title III	n/a	Grants
---	-----------------	---	----------------------	-----	------------------	---	------------------	-----	---------------

List below any additional funding sources that will be utilized to support achievement of the goal.

n/a

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

Common Core Performance Tasks:
 Every grade level, K through 5, implement performance tasks at the end of each module unit in conjunction with the ReadyGen curriculum. This is part of a more rigorous expectation in English Language Arts as detailed in the Citywide Instructional Expectations. At the end of the each module, a performance task is administered and at the end of each unit, an assessment is given for vocabulary, writing and comprehension. Teachers will additionally use the Fountas & Pinnell benchmark assessments to monitor progress through the year.

Every grade level, K through 5, implement units of study that culminate with the Go Math! NY Performance Task. This ensures that the students are able to accomplish more rigorous tasks in mathematics.

Teachers continuously analyze student work during the Monday and Tuesday Professional Learning Community time. Within 7 days, teachers are provided with an 8th professional development period with the Literacy and Math Coaches. Within the same 7 days, an additional day for literacy and math PD is provided for optional opportunities for guidance and planning.

Part 6b. Complete in **February 2015.**

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?	n/a	Yes	n/a	No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				
n/a				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

3.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
<p>Assessment for the school environment was done using the 2013-2014 School Learning Environment Survey, the 2013-2014 School Quality Snapshot and the Online Occurrence Reporting System (OORS). In each of the five key categories cited in the School Environment section of the School Quality Snapshot, P.S. 69 has exceeded both city averages and district averages in all areas.</p> <p>Although exceeding city and district averages, 91% of the teachers feel that order and discipline was maintained at the school. This represents an area of improvement. Closer examination of the OORS data showed that there was a decrease of occurrences from September to November after implementing “Stop, Think and Choose” from the Positive Behavioral Interventions and Supports (PBIS) program.</p> <p>The school establishes a classroom and school culture where students feel safe, supported and challenged. The students are instilled values of kindness and respect. Teachers and staff work collaboratively, including ESL, AIS, RTI and SETTS teachers pushing into the classroom to support the students, as well as pulling out students for more individualized/small group instruction.</p>	

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, regarding safety and order, there will be an increase in focused workshops for parents and staff to provide preventative disciplinary measures with guidance from the Pre-Referral Intervention Manual (PRIM).
By June 2015, staff members will establish a culture for learning for all students, especially those in high need subgroups, with focused effective feedback including clear next steps that determine student accountability for learning goals and expectations to prepare them for their next grade while ensuring their ownership of the learning process.
<p>Our goal for Supportive Environment for this year is based on one of the Chancellor’s Four Pillars:</p> <ul style="list-style-type: none"> • <u>Restore dignity and respect</u> to the craft of teaching and school leadership by believing in ourselves and our students’ ability to be successful knowing that what we do does matter. This includes encouraging our students to be kind to one another, “Be nice, work hard!” and our school wide program to handle conflict by “Stop, think and choose.”

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <p>5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</p> <p>6. Strategies to address the needs of students with disabilities,</p>	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
---	--	---	--

<p>English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>7. Strategies to increase parent involvement and engagement</p> <p>8. Activities that address the Capacity Framework element of Trust</p>			
<p>The Individualized Education Plan IEP Action Plan ensures that all students have access to rigorous curriculum and inclusive communities and classrooms, with appropriate supports and services, to prepare them for college, careers, and independent living. The LRE/SIT Least Restrictive Environment/School Implementation Team and the Pupil Personnel Team PPT/AIS/Rtl meet monthly.</p> <p>Focus areas include:</p> <ul style="list-style-type: none"> • providing training for all staff on the roles of the Related Service Providers • collaborating with parents with IEP students to address concerns and assist parents in providing additional student support • implementing special education strategies and materials in the general education classrooms • writing quality IEPs 	<p>Teachers servicing the K-5 student population including general education students, students with disabilities and English Language Learners</p>	<p>September 2014-June 2015</p>	<p>Principal, Assistant Principal, Related Service Providers</p>
<p>Teachers and students establish a risk-free learning environment. Students are given the opportunity to self/peer- evaluate/review each other's work at least once per unit. These evaluations are measured with teacher/student- created, self/peer evaluation sheets. The students use rubrics to monitor their progress as well as their next learning steps.</p>	<p>All teachers and students</p>	<p>September 2014-June 2015</p>	<p>All teachers and support staff in grades K through 5</p>
<p>Random acts of kindness and positive community membership are modeled and encouraged by administrators, staff, students and families. In daily announcements, students are reminded to "Be Kind to Each Other" as part of a school-wide behavior intervention plan. Students earn "Acts of Kindness" tickets for their actions of kindness daily. Students are reminded to "Stop, Think & Choose." Students are selected as "Acts of Kindness" winners monthly and parents are also invited to a "Breakfast with the Principal."</p> <p>All students and families become familiar with the Positive Behavioral Interventions and Supports (PBIS) for "Stop, Think and Choose."</p> <p>"Stop, Think and Choose" posters are displayed in all classrooms. Copies of posters are sent home. The guidance counselor conduct lessons based from the "Respect for ALL" curriculum with the students.</p>	<p>Entire School community</p>	<p>September 2014-June 2015</p>	<p>All teachers and support staff in grades K through 5</p>
<p>Parent workshops are held once or twice a month conducted by the Literacy coach, the Math coach, and school staff or outside agencies to help parents understand how the school curriculum is aligned with the Common Core Learning Standards. The School Based Support Team SBST also presents strategies to the parents related to social and emotional development.</p> <p>Parent engagement opportunities on Tuesday afternoons provide another avenue for increased communication between home and school. During that time, teachers can communicate with parents</p>	<p>Parents and families of all K-5 students</p>	<p>September 2014-June 2015</p>	<p>Principal, Assistant Principal, Literacy Coach, Math Coach, Parent Coordinator, all teachers and support staff in grades K through 5</p>

about student progress.			
All of the preceding activities continue to work towards the shared goal of improving student outcomes and preparing student for success in school and beyond. All school staff, students and parents show trust across the community.			

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
The school follows a 7 day schedule. Within 7 days, teachers are provided with an 8 th professional development period with the Literacy and Math Coaches. Within the same 7 days, an additional day for literacy and math PD is provided for optional opportunities for guidance and planning.
ReadyGen and GO Math! Instructional materials
The literacy block is scheduled daily. In addition to this, funds are set aside to provide blocks for unit planning. The math program is blocked by grade level. During the block the children are immersed in mathematics instruction.
Performance tasks are administered after completion of each module in literacy. Performance tasks are administered after completion of each chapter in math. During collaborative periods occurring once a week, teachers will analyze student assessments using the associated rubric to evaluate the student’s work.
Guidance Counselor inputs into OORS and creates the reports for review.
Flexible scheduling allows both Special Education licensed and AIS teachers to create groups based on need.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic	n/a	Title IIA	X	Title III	n/a	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
n/a									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
10. Specify a timeframe for mid-point progress monitoring activities.				
Data from the Online Occurrence Reporting System will reviewed and compared to data from the previous year, for the same timeframe. Adjustments in behavioral modifications will be made accordingly. Students earn “Acts of Kindness” tickets for their actions of kindness. Students are reminded to “Stop, Think & Choose.” The guidance counselor implements the “Respect for ALL” curriculum. Students are trusted to review and analyze their own work. They conduct self-assessments, peer advising and peer editing.				
Part 6b. Complete in February 2015.				
11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	n/a	Yes	n/a No
12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

n/a

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

13. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
14. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Teachers are able to collaborate at different opportunities such as during an extra prep period within a 7-day-cycle to meet with coaches, common preps to collaborate independent of coaches, unit PD planning and double prep planning days. During the collaborative learning Mondays and Tuesdays, teachers analyze and review student work to customize instruction. Teachers will include inter-visitation as a part of Professional Learning Community. Several staff members have chosen the teacher rating option to include visits from colleagues. As a Showcase School, P.S. 69 is participating in several days of collaboration by inviting educators from across the city to our school. As part of the Showcase designation, two of our teachers have been selected as “Model Teachers” to share best practices with colleagues. This will include visitations to the model classrooms as well as planning sessions between the model teachers and their peers.

Based on the 2013-2014 Learning Environment Survey, 100% of teachers strongly agree/agree that school leadership places a high quality on teaching. 98% of teachers strongly agree/agree that teachers work together to improve instructional practice. Efforts will be made to continue this trend.

Informed by the Capacity Framework Element- Collaborative Teachers, teachers will have opportunities to innovate and hone their practice through continuous learning and frequent professional learning opportunities.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all teachers will engage in a professional learning community where teachers will reflect on strengths and challenges to improve student learning and develop instructional strategies to promote student achievement as evidenced by student engagement in performance tasks.

Our goal for Collaborative Teachers for this year is based on one of the Chancellor’s Four Pillars:

- Create new collaborative and innovative models by including experiential and project based learning opportunities for students linked to curriculum and across content areas along with peer visitation to support collegiality and cooperation.
- As part of the Showcase School Initiative, our goal is to share best practices with professionals across the city.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
16. Strategies to address the needs of students with disabilities,			

<p>English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>17. Strategies to increase parent involvement and engagement</p> <p>18. Activities that address the Capacity Framework element of Trust</p>			
<p>Professional Development and Planning: A 7-day cycle is used to maximize scheduling opportunities for staff and students. Within 7 days, teachers are provided with an 8th professional development period with the Literacy and Math Coaches. With each unit additional professional development is scheduled with the Literacy Coach to help teachers plan for lessons aligned with Common Core Learning Standards (based on the ReadyGen curriculum), differentiate instruction, score and analyze assessments, and determine next steps. Teachers determine the instructional needs of their students through the analysis of the performance tasks, the end of unit assessment, and informal observations. During grade meetings and professional development sessions they also use their knowledge of this analysis to formulate strategy groups. Throughout the school year, professional development in mathematics is offered to the classroom teachers and support staff, with a focus on differentiated instruction, Common Core Learning Standards, and the implementation of the GO Math! program. The Math Coach meets with grade level teachers and support staff for planning.</p>	<p>Teachers servicing the K-5 student population including general education students, students with disabilities and English Language Learners</p>	<p>September 2014-June 2015</p>	<p>Principal, Assistant Principal, Literacy Coach, Math Coach</p>
<p>All teachers are provided with the opportunity to meet with one another during inter-visitation times. Teachers also meet during professional learning periods on Mondays and Tuesdays to discuss, reflect and refer to the Danielson’s Framework and the Common Core Learning Standards.</p>	<p>All teachers and support staff in grades K through 5</p>	<p>September 2014-June 2015</p>	<p>Principal, Assistant Principal, Literacy Coach, Math Coach, all teachers and support staff in grades K through 5</p>
<p>Teacher teams meet regularly to reflect on student work samples. Teachers have used exemplars that reflect the Common Core Learning Standards as well as rubrics that were created to match the elements of the genre study and to monitor a variety of student data and classroom practices to inform instruction leading to the achievement of goals for individual as well as groups of students. Every six weeks, teachers of grades K-5 engage in a planning day with the coaches and support services. During this planning, teaching points are aligned to the Common Core texts, rubrics and exemplars. Teachers create scaffolded tasks in preparation for the units. Teacher teams continuously analyze student work to adjust teacher practice and create strategic goals for groups of students.</p>	<p>All teachers and support staff in grades K through 5</p>	<p>September 2014-June 2015</p>	<p>Principal, Assistant Principal, Literacy Coach, Math Coach, all teachers and support staff in grades K through</p>
<p>Parent engagement opportunities on Tuesday afternoons provide another avenue for increased communication between home and school. During that time, teachers can communicate with parents about student progress.</p> <p>All of the preceding activities continue to work towards the shared goal of improving student outcomes and preparing student for success in school and beyond. All school staff, students and parents show trust across the community.</p>	<p>Parents and families of all K-5 students</p>	<p>September 2014-June 2015</p>	<p>Principal, Assistant Principal, Literacy Coach, Math Coach, Parent Coordinator, all teachers and support staff in grades K through 5</p>

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule

adjustments, etc.

A 7-day cycle is used to maximize scheduling opportunities for staff and students. Within 7 days, teachers are provided with an 8th professional development period with the Literacy and Math Coaches.

The literacy block is scheduled daily. In addition to this, funds are set aside to provide blocks for unit planning. The math program is blocked by grade level. During the block the children are immersed in mathematics instruction.

Performance tasks are administered after completion of each module in literacy. Performance tasks are administered after completion of each chapter in math. During collaborative learning periods occurring once a week, teachers will analyze student assessments using the associated rubric to evaluate the student's work.

The Danielson Framework

Flexible scheduling allows both Special Education licensed and AIS teachers to create groups based on need.

Articulation time is provided for teachers to communicate with Related Service Providers.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic	n/a	Title IIA	X	Title III	n/a	Grants
---	-----------------	---	----------------------	-----	------------------	---	------------------	-----	---------------

List below any additional funding sources that will be utilized to support achievement of the goal.

n/a

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

20. Specify a timeframe for mid-point progress monitoring activities.

On Monday and Tuesday collaborative time, teachers share out project-based learning activities within grade levels and across grades. They also share out information on their learning experiences from inter-visitations. Allowing for visits between colleagues involves a level of trust that is essential to improving best practices. We will begin a showcase displaying our example of each project crafted in each class or by grade across the year.

We will be monitoring our progress in the month of January.

Part 6b. Complete in **February 2015.**

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	n/a	Yes	n/a	No
-----	--	-----	-----	-----	----

22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

n/a

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

23.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
24.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

- Based on NYS Common Core 2014 ELA scores for all grades (3, 4, 5), 44% of our students met proficiency by scoring at Level 3 & 4, 32% scored at Level 2 and 24% scored at Level 1. This data reflects an upward trend of 8% when compared to New York State 2013 ELA scores for all grades (3, 4, 5).
- Based on NYS Common Core 2014 Math scores for all grades (3, 4, 5), 65% of our students met proficiency by scoring at Level 3 & 4, 25% scored at Level 2 and 10% scored at Level 1. This data reflects an upward trend of 8% when compared to New York State 2013 Math scores for all grades (3, 4, 5).
- Based on the NYS 2014 NYSESLAT results, 17% of our students K-5 were proficient, 51% were advanced. In comparison to the NYS 2013 NYSESLAT results, 19.55% were proficient and 44.1% were advanced. Due to change of the tests to be Common Core aligned, the children will get further support to meet the Common Core aligned NYSESLAT Test.
- Principals lead by example and nurture the professional growth of teachers and staff developing and delivering the instructional, emotional and social support that drives student success.
- Informed by Capacity Framework Element- Effective School Leadership, there is a need to continue to offer professional development opportunities and in-service workshops as well as provide meaningful feedback to the staff.
- Therefore, professional development for ELA will be a guided focus to improve instructional practice.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, administrators trust teachers to become independent professional learners by devising their own bimonthly professional learning plan for Monday and Tuesday collaborative professional learning as evidenced by agendas, student work samples, performance tasks and formal/informal observations based on Danielson’s Framework.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
27. Strategies to increase parent involvement and engagement			
28. Activities that address the Capacity Framework element of Trust			

<p>Professional Development and Planning: A 7-day cycle is used to maximize scheduling opportunities for staff and students. Within 7 days, teachers are provided with an 8th professional development period with the Literacy and Math Coaches. With each unit additional professional development is scheduled with the Literacy Coach to help teachers plan for lessons aligned with Common Core Learning Standards (based on the ReadyGen curriculum), differentiate instruction, score and analyze assessments, and determine next steps. Teachers determine the instructional needs of their students through the analysis of the performance tasks, the end of unit assessment, and informal observations. During grade meetings and professional development sessions they also use their knowledge of this analysis to formulate strategy groups. Throughout the school year, professional development in mathematics is offered to the classroom teachers and support staff, with a focus on differentiated instruction, Common Core Learning Standards, and the implementation of the GO Math! program. The Math Coach meets with grade level teachers and support staff for planning.</p>	<p>Teachers servicing the K-5 student population including general education students, students with disabilities and English Language Learners</p>	<p>September 2014-June 2015</p>	<p>Principal, Assistant Principal, Literacy Coach, Math Coach, all teachers and support staff in grades K through 5</p>
<p>At the time initial planning conference, teachers meet with administrators to plan their professional goals for the 2014-2015 school year. At the final conference, teachers will reflect on the status of their goal and discuss evidence and performance throughout the year as well as teacher practice.</p> <p>Administration has an open door policy to support teachers' needs and be accessible and available for conversation and collaboration.</p>	<p>All teachers</p>	<p>September 2014-June 2015</p>	<p>Principal, Assistant Principal</p>
<p>The Individualized Education Plan IEP Action Plan ensures all students have access to rigorous curriculum and inclusive communities and classrooms, with appropriate supports and services, to prepare them for college, careers, and independent living.</p> <p>The LRE/SIT Least Restrictive Environment/School Implementation Team and the Pupil Personnel Team PPT/AIS/RtI meet monthly.</p> <p>Focus areas include:</p> <ul style="list-style-type: none"> • providing training for all staff on the roles of the Related Service Providers • collaborating with parents with IEP students to address concerns and assist parents in providing additional student support • implementing special education strategies and materials in the general education classrooms • writing quality IEPs 	<p>Teachers servicing the K-5 student population including general education students, students with disabilities and English Language Learners</p>	<p>September 2014-June 2015</p>	<p>Principal, Assistant Principal, Related Service Providers</p>
<p>Parent engagement opportunities on Tuesday afternoons provide another avenue for increased communication between home and school. During that time, teachers can communicate with parents about student progress.</p> <p>All of the preceding activities continue to work towards the shared goal of improving student outcomes and preparing student for success in school and beyond. All school staff, students and parents show trust across the community.</p>	<p>Parents and families of all K-5 students</p>	<p>September 2014-June 2015</p>	<p>Principal, Assistant Principal, Literacy Coach, Math Coach, Parent Coordinator, all teachers and support staff in grades K through 5</p>

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

A 7-day cycle is used to maximize scheduling opportunities for staff and students. Within 7 days, teachers are provided with an 8th professional development period with the Literacy and Math Coaches.

The literacy block is scheduled daily. In addition to this, funds are set aside to provide blocks for unit planning. The math program is blocked by grade level. During the block the children are immersed in mathematics instruction.

Performance tasks are administered after completion of each module in literacy. Performance tasks are administered after completion of each chapter in math. During collaborative periods occurring once a week, teachers will analyze student assessments using the associated rubric to evaluate the student’s work.

Flexible scheduling allows both Special Education licensed and AIS teachers to create groups based on need.

Results from New York State ELA Common Core test scores.

Per session rates for teachers and paraprofessionals who participate in the ELA/Math/ELL after-school program. Students are organized into small groups where instruction will occur once a week for two hours.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic	n/a	Title IIA	X	Title III	n/a	Grants
---	-----------------	---	----------------------	-----	------------------	---	------------------	-----	---------------

List below any additional funding sources that will be utilized to support achievement of the goal.

n/a

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

30. Specify a timeframe for mid-point progress monitoring activities.

After every unit (6-8 weeks), teachers will score performance tasks to determine next steps for instruction. Additionally, teachers created skill tests will support in determining a need to revisit certain skills that children are tested on for 2015 New York State Common Core ELA.

Part 6b. Complete in **February 2015.**

31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	n/a	Yes	n/a	No
-----	--	-----	-----	-----	----

32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

n/a

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- | | |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

- Based on the preliminary 2013-2014 Quality Review, in the area 3.4 High Expectations, the school received a well-developed rating.
- During meetings with the parent members of the School Leadership Team, they expressed a wish for an expansion of translation services beyond Chinese.
- During meetings with the parent members of the School Leadership team, they expressed a wish for parent workshops concerning Common Core Mathematics.
- Informed by the Capacity Framework Element- Strong Family and Community Ties, based on informal surveys and the 2013-2014 School Survey, there is a need to maintain and expand relationships with the parents and the community.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, parents and our families will be active participants in our school community through meaningful partnerships and family events as evidence by agendas or attendance of at least ten events

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
Parent Engagement Activities on Tuesday afternoons. The school will conduct a survey with the parents about how to utilize Tuesday afternoons and schedule workshops based on the survey results. Parent workshops are held once or twice a month conducted by the Literacy coach, the Math coach, and school staff or outside agencies that help parents understand how the school curriculum is aligned with the Common Core Learning Standards.	Parents and families of all K-5 students	September 2014-June 2015	Principal, Assistant Principal, Literacy Coach, Math Coach, Parent Coordinator, all teachers and support staff in grades K through 5

The school will expand oral translation services for parents to include Chinese, Spanish, Arabic and Urdu. During Tuesday Parent Engagement Time, staff and parent volunteers can help translate critical documents and/or events.	Parents and families of all K-5 students	September 2014-June 2015	Principal, Assistant Principal, Literacy Coach, Math Coach, Parent Coordinator, all teachers and support staff in grades K through 5
The classrooms invite families to publishing parties after each literacy unit. The classrooms invite families to participate in arts/crafts activities as part of holiday celebrations. Families and students are engaged in project-based learning activities lead by classroom and out-of-classroom teachers. At least ten times during the school year, the school offers families to attend Family Fun Nights either hosted by teachers at the school or by an outside agency provided through our Arts partnerships.	Parents and families of all K-5 students	September 2014-June 2015	Principal, Assistant Principal, Literacy Coach, Math Coach, Parent Coordinator, all teachers and support staff in grades K through 5
All of the preceding activities will continue to work towards the shared goal of improving student outcomes and preparing student for success in school and beyond. All school staff, students and parents show trust across the community.	Parents and families of all K-5 students	September 2014-June 2015	Principal, Assistant Principal, Literacy Coach, Math Coach, Parent Coordinator, all teachers and support staff in grades K through 5

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Conducting surveys with parents.

Reviewing the School Learning Environment Survey.

Request parent volunteers for translation team.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic	n/a	Title IIA	X	Title III	n/a	Grants
---	-----------------	---	----------------------	-----	------------------	---	------------------	-----	---------------

List below any additional funding sources that will be utilized to support achievement of the goal.

n/a

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

40. Specify a timeframe for mid-point progress monitoring activities.

- Conduct surveys to find out optimal time for parent meetings day or night.
- Keep a monthly translation log with language translated.
- Use questions from School Learning Environment Survey mid-year to measure parent/school engagement and compare to the end of the year.

Part 6b. Complete in February 2015.

41. Did the school meet the mid-point benchmark(s) in the timeframe specified?	n/a	Yes	n/a	No
42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				
n/a				

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Fountas & Pinnell Benchmark	Orton Gillingham; Wilson; Response to Intervention (RTI); i-Ready; Guided Reading and Strategy Grouping; Fountas & Pinnell Assessments	Small group, one-to-one, whole class	During the school day
Mathematics	Unit Assessments	AIS, Envision Math, Go Math!	Small group, one-to-one, whole class	During the school day
Science	Fountas & Pinnell Benchmark	AIS within the content areas is provided in conjunction with the ELA AIS periods as part of the non-fiction unit.	Small group, one-to-one, whole class	During the school day
Social Studies	Fountas & Pinnell Benchmark	AIS within the content areas is provided in conjunction with the ELA AIS periods as part of the non-fiction unit.	Small group, one-to-one, whole class	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Fountas & Pinnell Benchmark	AIS within the content areas is provided in conjunction with the ELA AIS periods as part of the non-fiction unit.	Small group, one-to-one, whole class	During the school day

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

X	Schoolwide Program (SWP)	n/a	Targeted Assistance (TA) Schools	n/a	Non-Title I
----------	---------------------------------	-----	---	-----	--------------------

Part 2: All Title I Schools

2a. 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.

- Administrative staff uses DOE New Teacher Finder to recruit highly-qualified teachers when needed.
- Mentors, Literacy Coach and Math Coach are assigned to support new or struggling teachers.
- All teachers are highly qualified as verified by the network's HR person to ensure that the teacher holds valid NYS certification in the license area. The BEDS survey is reviewed by the HR person who works with our school to ensure that teacher assignments are aligned with license areas.

2b. 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).

- On-going Professional Development in literacy is offered by the Literacy Coach throughout the school year to all grade levels with focus on comprehension, building vocabulary, word study and the rigor embedded in the Common Core Learning Standards performance tasks.
- On-going Professional Development in mathematics is offered by the Math Coach throughout the school year to all grade levels with focus on the GO Math! methodology of teaching mathematics and the rigor embedded in the Go Math! NY Performance Task.

Part 3: TA Schools Only

3a. Use of Program Resources

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

n/a

3b. 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).

n/a

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

While there is no Pre-Kindergarten program at the school, prospective families receive a packet over the summer to prepare for Kindergarten. Upon request, parents can also tour the school. There is a Parent Orientation meeting in September. Parents are invited to meet with the teachers to learn about school/classroom routines and the curriculum. The Parent Coordinator and PTA host a welcome meeting and workshops. Monthly letters from the principal and calendars are translated and sent home to facilitate communication and make families feel more welcome. The SBST and IEP teacher reach out to families to continue Early Intervention services for students with IEP.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

Members of the MOSL (Measures of Student Learning) team, which includes the UFT chair, Principal and several teachers, met in June 2014 to review and select the State and Local assessments and measures to use for teacher evaluation. The MOSL selections were presented during the September 2014 faculty meeting.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	814,901	X	9-24
Title I School Improvement 1003(a)	Federal	n/a	n/a	n/a
Title I Priority and Focus School Improvement Funds	Federal	n/a	n/a	n/a
Title II, Part A	Federal	31,093	X	9-24

Title III, Part A	Federal	55,628	X	9-24
Title III, Immigrant	Federal	n/a	n/a	n/a
Tax Levy (FSF)	Local	4,328,616	X	9-24

¹**Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the

participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

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 the school. **[P.S. 69]**, 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 the school and the families. The 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 the school community. **[P.S. 69]** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;
- 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 (SPC)

[P.S. 69], in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: PS69K Vincent D Grippo	DBN: 20K069
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 245
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 15
of certified ESL/Bilingual teachers: 10
of content area teachers: 5

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: _____

* There are approximately 480 ELLs at PS69K. We are targeting grades 2-5 intermediate and advanced ELLs to support language development in the 4 modalities of listening, reading, speaking and writing. Based on both the NYSESLAT and Fountas and Pinell assessments, intermediate and advanced students have been chosen for this program. The rationale for the program is linked to content areas of academic English for ELLs needing further instruction in reading and writing. This program will provide additional direct instruction to improve academic achievement in content subject areas.

*The subgroups and grade levels of students to be served are approximately 80 intermediate students in grades 2-5, and approximately 165 advanced students in grades 2-5.

* The schedule and duration of the program will begin approximately 1/10/15 to 5/2/15. It includes 14 sessions at 3 hour each on Saturdays.

*The language of instruction will be in English.

*There will be approximately 11 ESL/ Bilingual teachers and 5 content area teachers. There will be one ESL licensed teacher to coach the content area teachers.

* The 3 hour Saturday program will be organized accordingly. There will be approximately 15 classes for grades 2-5. The ESL coach will support the content area teachers rotating for 40 minute sessions team-teaching and modeling. For intermediate students the 4 strands of listening, speaking, reading and writing will incorporate content area topics. The topics included in each strand will be in five content areas (conversational language, academic language arts, academic mathematics, academic science, and academic social studies) across listening, reading, writing, and speaking strands. The 3 hour session will include the same theme in listening, speaking, reading and writing , every 40 minutes . This will include 40 minutes for NYSESLAT practice. The following is a typical session for intermediate students. Each weekly session will focus on a different content area theme.

8:30- 9:10 Listening / Speaking , Academic Science; At the Pet Store and Animals in our Neighborhood

9:15- 9:55 Reading/ Academic Science, Caring for Pets

10:00- 10:40 Writing/ Academic Science, The Needs of Living Things

Part B: Direct Instruction Supplemental Program Information

10:45- 11:30 NYSESLAT practice

For advanced students, this focused program is organized around the Common Core state standards. Reading comprehension skills are reinforced for literary and informational texts, complex texts, fluency, academic vocabulary, and writing. The weekly sessions will include blocks of time for skills and strategies, word study, language and vocabulary. Additionally, students would be required to develop a written response to the text. There is also a quick check assessment at the end of each lesson to monitor understanding. The 3 hour session will rotate according to skills and strategies using non-fictional and fictional text. This will include 40 minutes for NYSESLAT practice. The following is an example of a lesson for advanced level students.

8:30-9:10 Reading/ Identifying the main idea and details, "Lincoln's Hat"

9:15-9:55 Word Study/ Language and Vocabulary , suffixes, roots and key vocabulary, "Lincoln's Hat"

10:00-10:40 Writing/ Graphic Organizer, main idea and details linked to written response, "Lincoln's Hat"

10:45-11:30 NYSESLAT practice

* The materials used for the Title III Saturday program will be purchased with Title III funds. The types of materials to be used will reflect the 4 key principles of English language acquisition, listening, speaking, reading and writing. Intermediate students will be using Finish Line for ELLs: English Proficiency Practice, Continental Press Inc. This program is designed to focus on academic language in the content areas of science, social studies, mathematics and language arts within the key principles of ESL. Advanced students will be using Focused Reading, Teacher Created Materials Inc. Focused Reading, a scientifically based program, emphasizes vocabulary development, reading and writing. There will be a strong focus on skills and strategies for reading comprehension to support students with the Common Core curriculum. Additional scaffolding materials will include but are not limited to BrainPop for ESL, Merriam -Webster online dictionaries, NYSESLAT test preparation materials, by Attanasio & Associates, Inc.

*The on-site supervisor and secretary will be paid from the Title III funding. The supervisor will oversee students arrival, dismissal and the method of delivery of instruction. This is the only Saturday program at PS 69K.

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

Part C: Professional Development

- topics to be covered
- name of provider

Begin description here: _____

* The school professional development program for Title III teachers will include curriculum development and design. Teachers will organize content area instruction alongside ESL strands of listening, speaking, reading and writing. Skills and strategies for reading focus is highlighted to maximize comprehension of content. The schedule and duration for preparation of the Saturday program will include 2 sessions, one at 2 hours and the other at 3 hours. ESL teachers will provide the training for these sessions. This will include training and preparation for staff in the Title III Program.

*Approximately 54% of the students at PS 69K are ELLs, therefore professional development is ongoing throughout the year during the regular school day. Three sessions monthly are conducted by the literacy and math coaches to collaborate with the classroom, ESL, and SpED teachers. Additionally, extensive professional development sessions are organized by each grade to plan and develop curriculum before each new unit of study. Below is a sample of grade 2 topics covered:

Grade 2 - First Unit, Module B;

Theme: Making Decisions.

Skill Areas: Determining the main idea, Questioning; Analyzing (Author's Craft); Compare /Contrast
Key Vocabulary:

Writing Focus: Opinion Writing

End of Unit Task: Writing a persuasive letter

CCSS: Reading Informational Texts 2.2, 2.5, 2.9 ; Reading for Literature 2.1, 2.3; Writing 2.1,2.5; Language 1d,2b

ELL and SpEd modifications are included for each grade for each unit of study.

*During the new professional learning time, teachers are able to participate collaboratively in purposeful, relevant planning to address the needs of our diverse ELL learners. Additionally, teachers attend professional development sessions and conferences offered by the Department of English Language Learners and Student Support.

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

Part D: Parental Engagement Activities

Begin description here: _____

* For the Title III program the parents will be invited at the last session to participate in a celebration with their children. The focus will be a share and learn. Refreshments will provided through Title III funding not to exceed \$250.

* The parent engagement activities throughout the school year are designed to inform and assist parents to be involved in their childrens' education and school life. Teachers invite families into their classroom for publishing parties on a monthly basis providing authentic experiences for celebration and learning. Family fun night is also a monthly event organized by the PTA/Parent coordinator to engage parents for community and school activities. Events include and not limited to movie nights, multicultural dances and performances, holiday celebrations, and art /literacy workshops. Translators are available and parents are informed of all meetings and workshops in their preferred language. Workshops for parent engagement are conducted by administrators, coaches, the parent coordinator, and ESL/Bilingual teachers. ELL parents are notified of all activities through a monthly calendar of school events, the PS 69K school website, and a monthly parent bulletin board. The Office of Adult and Continuing Education offers an ESL class daily at PS69K for parents to learn English and support their children in school. A new initiative by the NYCDOE requires weekly parent sessions after-school which are conducted by teachers for parent outreach and engagement. Parents of ELLs are also on the School Leadership Team to participate in school wide decision making. The parent coordinator invites parents to monthly workshops that include a range of topics. Some scheduled workshops for 2014-2015 are as follows:

September 2014- Back to School Night

October 2014 Grade 5 Parents, " Understanding the Middle School Process "

ELA " Understanding Fountis and Pinell Assessment"

Mathematics " Math Assessments"

November 2014 " Getting Ready for Parent Teacher Conferences"

Health Plus " Eating Healthy "

Cool Culture " Helping Kindergarten families access NYC cultural events "

December 2014 Guidance Counslers and SBST "Building Self-Confidence and Self-Esteem"

School-wide "Winter Concert"

January 2015 " Getting Ready for the New York State Mathematics Exam "

" Getting Ready for the English Language Arts Exam "

February 2015 " Looking at the Science Curriculum "

" Looking at the Social Studies Curriculum "

March 2015 " Getting Ready for the NYSESLAT"

Health Plus " Asthma Awareness "

TADA Musical Theater " Performance"

April 2015 " Using Technology to help your children succeed "

May 2015 Health- Plus " Summer Safety"

June 2015 Kindergarten "Stepping Up Ceremony"

5th Grade Graduation

5th Grade Ballroom Dancing

School-wide "Spring Concert"

.

Part E: Budget

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

Allocation Amount: \$ _____

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

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 20	Borough Brooklyn	School Number 069
School Name Vincent D. Grippo		

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	868	Total number of ELLs	445	ELLs as share of total student population (%)	51.27%
--	------------	----------------------	------------	---	---------------

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Chinese
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	1	1	1	0	0	0								3
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0								0
Freestanding ESL														
Push-In	3	4	4	5	5	6								27
self-contained	1	0	0	0	0	0								1
Total	5	5	5	5	5	6	0	0	0	0	0	0	0	31

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	84	0	3	0	0	0				84
Dual Language	0	0	0	0	0	0				0
ESL	308	2	39	53	0	9			1	361

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	392	2	42	53	0	9	0	0	1	445
Number of ELLs who have an alternate placement paraprofessional: <u>3</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Chinese	25	32	27											84
SELECT ONE														0
SELECT ONE														0
TOTAL	25	32	27	0	84									

*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	
	ELL	EP																		
SELECT ONE	0																		0	0
SELECT ONE	0																		0	0
SELECT ONE	0																		0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	65	28	17	15	12	11								148
Intermediate(I)		29	33	7	21	14				0				104
Advanced (A)	19	51	44	44	31	16								205
Total	84	108	94	66	64	41	0	457						

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	1	5	3	12	7	5	3	36
8									0

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

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

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

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

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

The assessment tool we use for our ELL learners at PS69 is Fountas and Pinnell. There are different components, such as word identification, letter and sound correspondences, and independent reading levels. Reading behaviors are noticed, recorded and

assessed for levels. There is also a small writing component. Fountas and Pinnell assessments help the schools instructional plan to target each learners reading strengths and weaknesses to differentiate teaching in the classroom.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data patterns reveal that ELLs taking the NYSESLAT are making great gains from each proficiency level. There are increases in levels from beginner, intermediate , advanced and proficient. 19.55% of ELLs who took the spring 2013 NYSESLAT were proficient. 44.1% were advanced, 23.2% were intermediate and 13.3% were beginners. Many of the ELLs have moved to the advanced levels of ESL acquisition. Data patterns across grades K-5 also reveal that ELLs increase by ESL level within 3-5 years, indicating that the students are making substantial gains in English proficiency.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
The RNMR report for NYSESLAT modalities are not available at this time for data analysis.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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

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

b. NA

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs.](#))
Our school uses various assessment as a guide for instruction for ELLs within the RTI framework. Students are provided with increasingly intensive intervention instruction targeted to match their learning needs as demonstrated by performance on periodically administered assessment. The universal screening for students participating in RTI is used as a baseline according to the following; Fountas and Pinnell assessments are used to identify the students' reading levels. Running records are used to track reading progress. For mathematics, the end of unit classroom tests are analyzed to plan for instruction . The Reading and Mathematics Periodic Assessments are also used to identify specific skills for both literacy and math instruction. All of these multiple sources of assessments guide strong core instruction and planning by the Academic Intervention Services . Progress monitoring informs how at risk students are responding to this instruction. All students, including ELLs who received a Level 1 on the NYS ELA or Math, will receive a minimum of eight weeks of intensive targeted intervention. Instruction will be based on each child's area of need. Strong core instruction includes guided reading, using leveled readers, skill/strategy groups to develop comprehension and NYiReady to support children in test-taking strategies. After eight weeks, children are reassessed to determine the continuation of at-risk SETTS services or referral for special education services.
6. How do you make sure that a child's second language development is considered in instructional decisions?
Teachers of ELLs make sure that a child's second language development is considered in instructional decisions.
First ELLs are identified according to English proficiency levels as well as reading levels in Fountas and Pinnell. We consider this in our instructional decisions for second language development. Beginners and intermediate ELLs are provided with content area instruction using scaffolding strategies to amplify vocabulary and content area knowledge. Native language support such as bilingual word to word dictionaries, and subject area glossaries provided by New York State Education Department are used to bridge the gap. This is a very effective strategy according to our results on the NYSESLAT.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

We do not currently have a dual language program.

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

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

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
When a new admit is enrolled, the parent is given a Home Language Survey (HLIS) form included in the registration application. This Home Language Survey form is provided in their native language. A trained certified pedagogue assists the parents in filling out this form. Bilingual translators or the NYC Translation Unit is used if needed. After the parent fills out the form, an interview is conducted by a trained pedagogue. Both the parent and child are interviewed in order to determine what language the child speaks predominately at home. Once the trained pedagogue gathers the Home Language Survey Form and conducts the oral interview, the OTELE code is indicated on the HLIS form. The form is then given to our school Pupil Accounting Secretary who enters the language on ATS. If a parent indicates a language other than English and the certified pedagogue conducting the interview determines that the language indicated by the parent does not reflect the child's dominant language, a notation is indicated on the HLIS of this occurrence. If the HLIS form indicates a language other than English, and the informal interview determines that the student speaks a language other than English, they are eligible to be administered the Language Assessment Battery-Revised (LAB-R) as the formal initial assessment. This assessment is used to determine eligibility for ESL services. After administering the LAB-R, the test is hand scored using the cut scores to determine the level of proficiency for these students. These hand scored results are documented and maintained at the school level. For the students whose HLIS indicates Spanish and have been determined to be eligible for services, the Spanish LAB is administered to determine language dominance. The identification and placement process is conducted within the first ten days of enrollment. As of February 2014, the LAB-R will be replaced with the NYSITELL.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
Once students has been identified as ELLs as determined by the LAB-R exam, a New Admit Entitlement Letter is sent home to invite parents to the Parent Selection Orientation meeting. At the beginning of the school year, this meeting is scheduled within the first 10 days. If the parents are unable to make the first meeting, we offer another opportunity to attend a second and third meeting in September and October. At the Parent Orientation meeting, parents are distributed the Parent Survey/ Program Selection Form, and the Parent Brochure (A Guide for Parents of English Language Learners) in their native languages. During this meeting, an administrator welcomes parents and gives an explanation for the purpose of this meeting. The ESL department, as well as native language translators are also in attendance. CR- Part 154 and Title III regulations are explained. Information about mandated number of minutes of services is provided as well as an explanation of the different level of ELLs at the beginning, intermediate and advanced levels of proficiency. This information includes the procedures for the identification of ELLs as well as the formation of bilingual classes where there are 15 or more students on a single grade or in two contiguous grades speaking the same language. If there are not enough students to form a bilingual class, parents are informed of the option to transfer their child to another school within the district. If parents reject the transfer, students will remain in our school and receive ESL services and placed on a waiting list. Parents are also informed that failure to return the Program Selection Form will be considered a selection of a Transitional Bilingual Program. It is explained to parents that research shows ELL students who stay in one program perform better academically than those who switch between programs from year to year. After this information is presented, the parents are divided into their native language groups with an ESL/Bilingual pedagogue and translator. The Orientation Video for Parents of ELLs is then viewed giving the parents the information to make an informed decision. After the video, the parents have an opportunity to ask questions for further clarification. The parents then fill out their parent selection form. If parents are unable to attend any of the meetings, follow-up telephone calls are initiated and documented on a call log to have a make-up session before, during or after school on a one to one basis as to accommodate our parents.

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

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

To ensure that Parent Survey and Program Selection forms are returned for the newly-admitted ELLs, there are three Parent Orientation meetings at the beginning of the school year. Parents who are still unable to come to the meetings or new admit parents coming within the school year, are contacted by telephone to schedule individual sessions. Sessions are offered before, during and after-school on a one to one basis. If parents are still unavailable to come to a meeting but are able to be contacted by telephone, we explain the purpose of the parent selection form, send home the parent brochure in the native language along with the survey, and encourage the parents to watch the video online at the following url:

schools.nyc.gov/Academics/ELL/FamilyResources/ellorientationvideo2010.htm. All telephone calls are documented on a call -log. After the Parent Survey and Program Selection forms are returned and completed, multiple copies are secured and stored in three separate locations for access. The first copy will be in the ELL Coordinator's Parent Contact Binder, the second copy in the Cumulative Record attached to the HLIS, and the third copy in the Main Office attached to the yellow copy of the HLIS.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

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

Teachers of bilingual classes conduct a formal end of year meeting with parents to discuss their children's language progress. This information is used for programming the following year. The trend has been that many parents want to transition their children from lower grade bilingual into the upper grade monolingual because of their concerns for the standardized ELA testing in grades 3, 4, and 5. They are also concerned about placement for junior high school. This formal meeting is conducted by administration, bilingual teachers, and the ESL coordinator.

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

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

are provide testing accomadations according to their IEPs.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. ①
- For the past few years, there has been a small decrease in our school population due to the opening of new schools in the neighborhood and re-zoning by the NYCDOE. However, even with this decrease , we are still over-crowded. In previous years the students in kindergarten and first grades were affected. Currently, kindergarten and fifth grade students have been overflowed to other sites. Overflowed kindergarten students are still offered a placement in our school when a seat is available the following year for first grade. Additionally, many of our ELL students are transient traveling back and forth to their native countries or within the United States throughout the school year . This highly impacts our bilingual and ESL programs.
- In the previous years, 2011-2012, 8% of our ELL students had chosen a Chinese TBE program as their choice for the lower grades. Classes were provided for these students based on parental choice. However, for the upper grades there were not enough students in one particular grade or from two continguous grades to form a Chinese TBE class. These parents of upper grade students were then offered a transfer option to another NYC public school within the district. They rejected the transfer and remained in the Freestanding ESL program at our school. Continuation of Service letters are provided to these parents yearly to ensure their continued program choice. We continue to monitor the option of opening Chinese bilingual classes for future grade level programming.
- Currently, these are the survey choices for the new admits in the 2013-2014 school year: 31 parents of kindergartners had chosen a Chinese TBE program. 25 were placed in the Chinese bilingual and 6 are currently on a waiting list and rejected a transfer option. For 1st grade, 8 parents chose Chinese TBE program and 3 were placed in Chinese bilingual class. 5 students rejected a transfer option and are on a waiting list because the 1st class is capped to full capacity. For 2nd grade, 4 parents chose Chinese TBE program and all 4 students were placed in the 2nd grade bilingual class. For 3rd grade, 4 parents selected Chinese TBE program, 2 accepted the transfer option but there was no longer placement in the other school. All 4 students are currently on a waiting list. For 4th grade, one Arabic parent selected Arabic TBE program but refused a transfer option and is placed on a waiting list. For 5th grade one parent selected Chinese TBE program but this student was overflowed to another school due to overcrowding.
- There was a total of 62 parents that chose placement in a Free-Standing ESL program at our school for grades K-5. All students were placed in the ESL program. 0 parents picked a Dual- Language program.
- The program models at PS 69K are aligned with parental choice. The trend continues to be that parents with children in the lower grades prefer Chinese TBE programs. However the trend continues to be that parents of students in the upper grades choose Freestanding ESL . Parents of upper grade students are increasingly concerned about NYC and NYS testing , especially for the ELA test as well as the challenging Common Core Learning Standards in Literacy. They are also concerned about middle school placement.

Part V: ELL Programming

A. Programming and Scheduling Information

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

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

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

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

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

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

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

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

6. How do you differentiate instruction for ELL subgroups?

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

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

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

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

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

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

also receive extended time for all NY State and NYC exams.

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

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

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

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

Courses Taught in Languages Other than English

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for all ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for all ELLs as required under CR Part 154			180 minutes per week

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

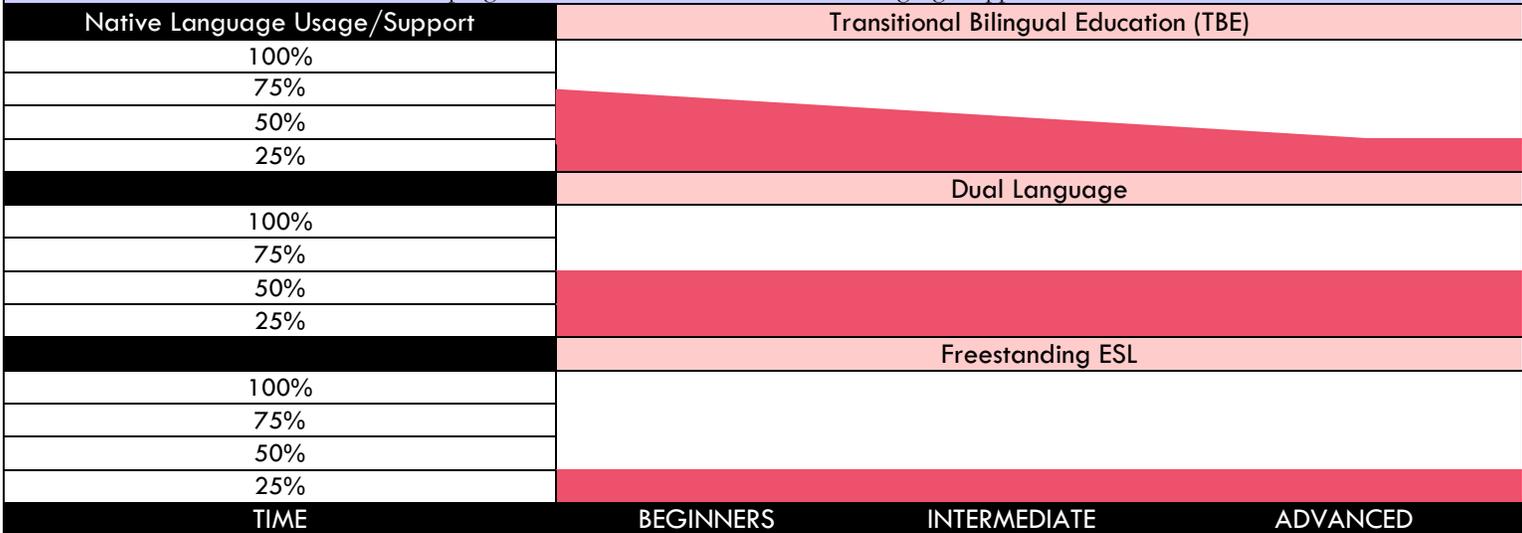
	Beginning	Intermediate	Advanced
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- The targeted intervention programs for ELLs in ELA and Math consists of Academic Intervention Services (AIS) that target students in the following categories; students who have not made progress as Advanced or Intermediate ELLs for 2 years, Advanced ELLs and students who scored a level 1 in the New York State Math test and English Language Arts test . Students meet in small groups with specialized teachers for additional instruction. ELA standards are aligned with instruction. AIS math teachers use Go Math by Pearson to modify the content according to students' needs and math abilities. Hands on manipulatives are emphasized to aid students understanding of complex math concepts. Mathematics standards are aligned with instruction. These students are also included in our Extended Day Program for extra tutoring.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- For the 2013/2014 school year we are implementing Cornerstone by Pearson for the lower grades K, 1 and 2. We are aligning these lessons with the NYC Ready- Gen and Go-Math curriculums. For 3, 4, and 5, beginner and low intermediate ELLs we are using Words their Way for English Language Learners with the Orton- Gillingham approach. This program is effective because it teaches the beginner ELLs basic phonological rules for reading. For the advanced ELLs we adapt our instruction to both the Ready-Gen and Go-Math curriculums. We are in the process of evaluating the effectiveness of our sheltered instruction with both of these programs. This is a transitional year for implementing these programs in the content area and we continue to assess its effectiveness.
11. What new programs or improvements will be considered for the upcoming school year?
- For the years 2013/2014 we will be starting a new ESL program called Cornerstone by Pearson Longman for the lower grades K, 1 and 2. This ESL program is based on the SIOP (Sheltered Instruction Observation Protocol) model and aligned with the Common Core Learning Standards. Assessments for each unit of study is provided to help evaluate ELLs understanding and progress. Thematic units are organized to include both informational and literature texts with a focus on academic vocabulary for each reading.
12. What programs/services for ELLs will be discontinued and why?
- Treasure Chest by Macmillian will be discontinued for the regular mandated minutes because it was not specifically aligned to the NYC Ready-Gen and Go-Math curriculums. Some of the readers may be used as supplemental materials in our Extended Day program.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are afforded equal access to all school programs. During the day, they participate in the subject areas of art, music, technology, and physical education. A special student counsel is organized for students to participate in fundraisers, school spirit, and community activism. They are exposed to the democratic process of an election by campaigning and are required to make a public speech. Students vote for the candidate they believe represents them. Another school-wide activity to promote community service is the Penny Harvest Project. Pennies are donated to a community organization to teach awareness in giving to others in need. The Title III afterschool instructional program assists students to develop literacy and mathematics skills as well as supplemental instructional materials for NYSESLAT . ELL students participate and have equal access to the same activities that the monolinguals are offered. Our school invites ELLs to participate in all school-wide social and academic activities, both during the day and after school. Students and parents receive a monthly calendar, as well as invitations and notices in their native language to invite and inform . ELL Parents are also invited to bi weekly parent workshops.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Computer technology which incorporates both visual and audio cues are used with ELLs in all the grades. Content area vocabulary is highlighted through this visual interactive media. Students in kindergarten through fifth grades receive computer technology instruction provided by our technology specialist. PS 69 is a participant of Raz-Kids.com, an online leveled book library with comprehension quizzes for grades K-5. This program is geared towards the ELL population with the support of listening, reading and writing activities that are differentiated according to level. We also participate in Brain-Pop, which is an animated and curriculum based content program online. All classrooms have Smartboards, a digital interactive medium which permits students to use a laptop as a classroom tool for group or individual instruction in all content subject areas.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Native language support is delivered in the Chinese bilingual classes with bilingual books for their libraries. Additionally, teachers create their own materials in Chinese to support a bilingual learning environment in content areas such as math, social studies, and science. Bilingual dictionaries in Chinese and other native languages are available both in the classroom and the library. For the upper grades, bilingual word to word glossaries in the content areas of math, science and social studies are available through the NYS Education Department. For the ESL program model, direct translation of vocabulary words is a strategy used to aid comprehension for language acquisition.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
All support services and resources correspond to ELLs ages and grade levels. Aged appropriate and grade level appropriate materials are selected to teach multi level students with different abilities. Guided reading, comprehension strategies and the Orton Gillingham approach with explicit phonics instruction is used in small groups with support services. We use the i-ready program to differentiate instruction according to students' skills and abilities in reading. For the support services in mathematics, the students are grouped according to their math levels on assessments. Specific grade level mathematics skills and strategies are taught. Alternate placement paras as per IEP are assigned to ELL students with disabilities to provide L1 support throughout the day in their classroom. This additional support helps ELLs with disabilities comprehend content knowledge and small group instruction.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
There are currently no activities at our school for ELL students before the beginning of the school year.
18. What language electives are offered to ELLs?
There are no language electives offered to ELLs
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?
- There are no dual language programs

C. Professional Development and Support for School Staff

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

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

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

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

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

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

Professional Development Calendar 2013-2014/ 2014 -2015

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

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

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

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

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

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

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

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

*March 2013: Getting Ready for the NYSESLAT Grades Kindergarten- 5th Grade

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Parent involvement is an essential component of our school community. Parents of newly arrived ELLs are invited to a parent orientation meeting to inform them of their program selection options. Annually we have a Title I parent meeting with translators to inform parents of the school parent involvement policy and school/parent compact. At this time, we also inform parents about our Comprehensive Education Plan (CEP). Parents are informed about Parent Leadership positions on our School Leadership Team (SLT), Parent Teacher Association (PTA) and Parent Advisory Committee (PAC). The PTA conducts monthly meetings and translators are always available. Parents are also invited to curriculum meetings to inform about grade level standards and expectations. Parents and students participate in monthly "Family Fun Nights" where they attend performances and engage in hands-on art activities, to promote a positive school culture and community spirit. Parents and community members are also offered adult ESL classes five days a week for a morning session, and three days a week for an afternoon session through the New York City Office of Adult Education.

2. The school is partnered with various Community Based Organizations to provide workshops and services to ELL parents. The Brooklyn Chinese Association (BCA) is an organization that provides needed service to parents and students. They offer an after school homework assistance program housed in our building. BCA also assists parents with information about resources and services available in the community and surrounding neighborhoods. The United Federation of Teachers (UFT) also offers Dial a Teacher for further homework help and parent workshops throughout the city. Another Community Based Organization, Health Plus/Amerigroup, provides the parents workshops during the school day to inform about health and student issues. They also provide information about health coverage for families.

3. The needs of parents are evaluated in various ways. A parent orientation meeting is conducted for parents of kindergarten students during the first week of school. They are given an overview of the school and general information such as busing, lunch menus, and arrival and dismissal procedures. The ELL department conducts the Parent Orientation Meeting for parents of newly admitted ELLs. The PTA works in collaboration with the parent coordinator to address any questions or concerns. A Learning Environment Survey from the New York City Department of Education is distributed to parents each year. This survey is used to evaluate the concerns of the parents on topics such as school environment, safety, and education.

4. The parent involvement activities address the needs of the parents in various ways. Parent involvement is an outgrowth of the Learning Environment Survey, Parent Teacher Association meetings and the School Leadership Team meetings. Communication between parents, teachers and administrators helps to direct the topics for parent involvement activities. These activities include orientation meetings for parents of ELLs and parents of kindergarten students. Other activities include Family Fun Nights which involves participation of parents with their children.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 20K069 School Name: Vincent D. Grippo

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

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

