



**2014-15**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

**DRAFT – PENDING NYSED APPROVAL**

<b>DBN: (i.e. 01M001):</b>	<b>15K169</b>
<b>School Name:</b>	<b>PS 169 THE SUNSET PARK SCHOOL</b>
<b>Principal:</b>	<b>EUJIN JAELA KIM, PRINCIPAL IA</b>

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: PS 169 The Sunset Park School School Number (DBN): 15K169  
School Level: Elementary Grades Served: K-5  
School Address: 4305 7th Avenue, Brooklyn, NY 11232  
Phone Number: (718) 853-3224 Fax: (718) 633-9621  
School Contact Person: Stamatina Hatzimichalis Email Address: [SHatzim@schools.nyc.gov](mailto:SHatzim@schools.nyc.gov)  
Principal: Eujin Jaela Kim  
UFT Chapter Leader: Saidah Giraud  
Parents' Association President: Shelly Lin  
School Leadership Team  
Chairperson: \_\_\_\_\_  
Student Representative(s): \_\_\_\_\_

**District Information**

District: 15 Superintendent: Anita Skop  
Superintendent's Office Address: 131 Livingston Street, Brooklyn, NY 11201  
Superintendent's Email Address: [ASkop@schools.nyc.gov](mailto:ASkop@schools.nyc.gov)  
Phone Number: 718-935-4317 Fax: 718-935-4356

**Cluster and Network Information**

Cluster Number: 4 Cluster Leader: Chris Groll  
Network Number: 406 Network Leader: Chris Groll

## 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 School Comprehensive Educational Plan (SCEP) 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:**

- 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\*.
- 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.\*\*
- 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)
Eujin Jaela Kim	*Principal or Designee	
Saidah Giraud	*UFT Chapter Leader or Designee	
Shelly Lin	*PA/PTA President or Designated Co-President	
Anna Ruiz	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Sandra Acevedo Gonzales	Member/Teacher	
Jennifer Greene	Member/ Teacher	
Linda Ruiz	Member/Teacher	
Mimi Ferre	Member/ Parent	
Guo Mei Liao	Member/Parent	
Jennie Ni	Member/Parent	
Maria Salvador	Member/Parent	
Yun Yu	Member/Parent	
	Member/	
	Member/	
	Member/	

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

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

The School 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 SCEP 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 School Comprehensive Educational Plan (SCEP) 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.	<b>Rigorous Instruction:</b> 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.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> 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.	<b>Effective School Leadership:</b> 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.	<b>Strong Family-Community Ties:</b> 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.	<b>Trust:</b> 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.

## Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement.

### 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:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- 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 SCEP Development

School Leadership Teams should engage in the following steps:

7. **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.
8. **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
9. **Step 3:** 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.
10. **Step 4:** 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.
11. **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
12. **Step 6:** 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: SCEP 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 DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

Public School 169 is a large, Title 1 elementary school in Sunset Park that serves approximately 1,670 students in grades K-5. The school building is designed to service 1,146 students, currently at 145% capacity. Asian students comprise approximately 51% of the student body and Hispanic students comprise approximately 43% of the student body. Roughly 45% of the student population is identified as English language learners, and approximately 90% of students speak a language other than English at home. Therefore to accommodate our school community, all notices are sent home in English, Spanish, and Chinese, and all meetings are translated.

Approximately 14% of students have Individualized Educational Plans. Currently, we have 61 classes, including

- 10 Chinese bilingual
- 4 Spanish bilingual
- 10 self-contained ESL
- 12 integrated co-teaching
- 5 special education, self-contained

Over the past year, there has been a change in school administration. Currently, there is a new, interim acting principal and 2 interim acting assistant principals joining 2 veteran assistant principals for a total of 5 on the administrative team. Thirteen new teachers were hired in the current school year.

In 2014-15, the percent of students meeting proficiency on the NYS math test increased by 14 percentage points and the percent proficient in ELA increased by 6 percentage points. These increases outpaced City- and State-wide averages. Currently, 51% of students are proficient in math and 30% in ELA, as measured by the 2014 NYS tests.

Proficiency rates among students with disabilities improved significantly in math (from 5% in 2013 to 12% in 2014) but continue to lag behind other subgroups. In ELA, improvements in proficiency improved more modestly from 4% in 2013 to 5% in 2014.

We have a number of successful community partnerships, including a school-based health clinic supported by Lutheran Medical Center and an after school program run by Center for Family Life. We have a robust arts program, including partnerships with numerous cultural institutions—e.g., Studio in a School, Puppetry in Practice, etc.—that provide support and enrichment for our students in performing and visual arts.

Teachers are supported in a number of ways, including participation in the SABE conference for bilingual educators and other professional development conferences. Priority in hiring is given to teachers with multiple teaching certificates (e.g., common branches and ESL), and current teachers are encouraged to seek extensions to their current certification.

### *PS 169 Mission statement:*

Public School 169, as a Sunset Park neighborhood school, believes that all children are capable of achieving excellence and reaching high standards. We will work cooperatively in partnership with teachers, parents and community to ensure a rigorous, standards-based instructional program for all our students. We will provide engaging professional and parental development to support our instructional program. We are dedicated to creating lifelong learners who will become productive members of our society.

## 15K169 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	1668	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	86.4%	% Attendance Rate	96.2%	
% Free Lunch	79.3%	% Reduced Lunch	0.7%	
% Limited English Proficient	41.9%	% Students with Disabilities	14.6%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.1%	% Black or African American	1.5%	
% Hispanic or Latino	47.3%	% Asian or Native Hawaiian/Pacific Islander	46.3%	
% White	4.8%	% Multi-Racial	0.1%	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.49	# of Assistant Principals (2014-15)	4	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	4	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	0.8%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)	6.96	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	30.0%	Mathematics Performance at levels 3 & 4	51.2%	
Science Performance at levels 3 & 4 (4th Grade)	84.5%	Science Performance at levels 3 & 4 (8th Grade)	N/A	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A	
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District	X	
Priority School				
<b>Accountability Status – Elementary and Middle Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	YES	
White	YES	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	YES	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	YES	
White	YES	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	YES	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	YES	
White	N/A	Multi-Racial	YES	
Students with Disabilities	N/A	Limited English Proficient	YES	
Economically Disadvantaged	YES			
<b>Accountability Status – High Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			

## 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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	D
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	E
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	E
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	E

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

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

*From 2010-11 Quality Review*

The needs of students across subgroups, including English language learners and students with disabilities, has led to additional supports, including

- Enrichment clubs for grades 3-5 on Wednesdays and Thursdays
- AIS for K-2 after school on Wednesdays and Thursdays
- Saturday Academy for grades 3-5
- Title III for English language learners on Wednesdays, Thursdays, and Saturdays
- Arts Intervention through the Arts (visual arts, music, drama) during the school day

## 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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

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

## Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• 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).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Professional learning for special educators on how to differentiate instruction utilizing CCLS and consultants from Goldmansour.</li> <li>• Ready Gen and EL consultants will provide job-embedded professional development in grades K-1/3-5.</li> <li>• Twice monthly cohort leader meetings will focus on curriculum for all students, including ELL’s and SWD’s, and creating vertical teams in order to provide access into a cohesive curriculum for K-5.</li> </ul>	Students with disabilities, ELL’s	09/2014-06/2015	Consultants and cohort leaders
<ul style="list-style-type: none"> <li>• Monday professional development for teachers will support them in aligning scope and sequence with core curriculum and CCLS.</li> <li>• Provide parent workshops during parent engagement time on Tuesdays to support parents in a number of areas and familiarize them with the curriculum being taught (e.g., how to ask higher level questions during reading time with their child).</li> </ul>	All students, Students with disabilities, ELL’s	09/2014-06/2015	Consultants, teachers, and administrators
<ul style="list-style-type: none"> <li>• Administrators will provide specific and timely feedback to teachers after observations using <i>Advance</i> in order to help teachers provide multiple entry points for all students.</li> </ul>		09/2014-06/2015	Administrators
<ul style="list-style-type: none"> <li>• Teachers will assess student work using a common core aligned rubric and ongoing assessments and plan small group instruction or follow-up activities based on results (e.g., tiered activities in <i>Go Math!</i> and just right texts in <i>Expeditionary Learning</i>).</li> <li>• AIS/RTI staff will provide targeted student support in</li> </ul>	All students, Students with disabilities, ELL’s	09/2014-06/2015	Teachers and administrators

ELA and math.			
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**Part 4 – Resources Needed**

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

- Teachers and students will receive instructional books and resources
- Teachers and administrators will collaborate to identify instructional materials

**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	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>		<b>P/F Set-aside</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**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:

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

By February 2015, teachers will have engaged in a looking at student work protocol to examine a mid-year writing task in ELA and a mid-year assessment in mathematics to determine the degree to which students are meeting the CCLS for the grade level and identify next steps for students in danger of not meeting grade-level standards.

In February 2015, school leaders will examine areas of need in *Advance* and consult with the staff development committee to identify ways of providing additional support.

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

<ul style="list-style-type: none"> <li>• Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>		Yes		No
<ul style="list-style-type: none"> <li>• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul>				

## 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. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:**

3. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
4. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	D
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	E
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	E

**Part 1b. Needs/Areas for Improvement:**

5. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
6. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

**Needs**

There has been an increase in CARE team (CPPST) referrals for many social-emotional needs. One of the primary concerns has been in this area.

There is a high population of students in temporary housing (STH) attending PS 169.

**Strength**

There have been more referrals to community partner, Center for Family life, to support students’ social and emotional needs.

The number of incidents reported at the school has decreased in frequency since the beginning of the school year.

### 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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the school community will actively work together to improve students’ social and emotional well-being as measured by a 5% increase in the Learning Environment Survey and mid-year in-house surveys.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> 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"> <li>Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>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).</li> <li>Strategies to increase parent involvement and engagement</li> <li>Activities that address the Capacity Framework element of Trust</li> </ol>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Reestablish CARE team (CPPST) for at-risk students for remediation and emotional/social support.	At-risk students, including English language learners and students with disabilities	11/14-6/15	Guidance counselors, administrators, school psychologist, school social worker, AIS/RTI teachers
Guidance counselors will implement the <i>Safe and Caring Schools</i> program for targeted students with social/emotional concerns.  Guidance counselors will provide professional development on the <i>Safe and Caring Schools</i> program for teachers.  Implement <i>Respect for All</i> activities K-5, including poster and essay contests, 4 pillars, service learning projects, etc.	At-risk students, teachers	11/14-6/15	Guidance counselors
The school psychologist and social worker will provide workshops for parents of children with autism.	Parents of children with autism	10/14-6/15	School psychologist
Continue student leadership team among 4 <sup>th</sup> and 5 <sup>th</sup> graders. The student leadership team leads a number of service learning activities—e.g., holiday canned food drive, coat drive, peer mediation and cyberbullying—on a monthly basis.	Student leadership team members, all students	10/14-6/15	Guidance counselors

#### **Part 4 – Resources Needed**

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

- Personnel, including guidance counselors, administrators, school psychologist, school social worker, teachers
- *Safe and Caring Schools* program
- Per session

#### **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	Title I 1003(a)	Title IIA	Title III	P/F Set-aside	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**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:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- By March 2015, develop and administer a survey to collect data on student social and emotional well-being. Analyze data and make adjustments accordingly.
- Track at-risk students' progress monthly.

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

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

## 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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:**

7. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
8. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	E
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	D
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	E
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	E

**Part 1b. Needs/Areas for Improvement:**

9. Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
10. Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

- Given that 45% of our students are ELLs, teachers have expressed the need to receive support in providing multiple access points to their students.
- ReadyGEN and Expeditionary Learning curricula have resulted in challenges and opportunities to provide students with access into grade level material.

### 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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, classroom practices for ELLs and students with disabilities will reflect an increase of multiple points of access through instruction as measured by an increase of 3 percentage points of students at proficiency on the NYS ELA and math tests and a decrease of 2 percentage points of students at level 1.

### 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) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> </ul>			

<ul style="list-style-type: none"> <li>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).</li> <li>Strategies to increase parent involvement and engagement</li> <li>Activities that address the Capacity Framework element of Trust</li> </ul>			
<p>Target Groups-SWDs and ELLs</p> <p>Teachers will receive professional development from Goldmansour on strategies to support diverse learners, including Universal Design for Learning, differentiating instruction, and multiple entry points</p>	ESL and bilingual teachers, special education teachers	Sept. 2014- June 2015	Administration, Goldmansour, Out of Class Support, Network Specialists
<p>Teachers will receive additional professional development on strategies to support English language learners</p> <p>Classroom teachers will collaborate with out-of-classroom teachers to implement multiple access strategies for ELLs</p>	ESL and bilingual teachers	Sept. 2014- June 2015	Teachers, administrators, consultants
<p>Newsletters will inform parents of current units of study. Parent workshops will provide strategies for parents to utilize to support their children in current units of study</p>	Parents, students, all teachers	Sept. 2014- June 2015	All classroom teachers, consultants
<p>Teachers will use different modalities to support different types of learners in instruction, including SMART Boards, digital resources, laptops, etc.</p> <p>All classrooms will be provided with native language dictionaries, bilingual classroom libraries, and other materials</p> <p>Within content areas all students will be provided with lessons embedded with ESL strategies.</p>	Students, all teachers	Sept. 2014- June 2015	All teachers, administrators

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Teachers, appropriate instructional materials, SMART Boards, digital programs, laptop cart

**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		Title I 1003(a)		Title IIA	X	Title III	X	P/F Set-aside	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.												

**Part 6 – Progress Monitoring**

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

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

Student work from curriculum assessments, including end-of-chapter or unit assessments, will be reviewed to monitor progress toward grade-level standards.

The SIT team will review mid-year progress for students with disabilities.

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

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

**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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

**Part 1 – Needs Assessment**

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:**

11. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

12. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	D
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	E
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	E
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	D

**Part 1b. Needs/Areas for Improvement:**

13. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

14. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

**Strengths:**

- We have a school mission statement from 1998. This mission statement is displayed on the main floor and on the STARS report cards.

**Weaknesses:**

- Our school mission statement is not current and may not adequately reflect the vision of our school.

**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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of the school community will understand a collaboratively created, clearly articulated vision as measured by an increase of 20% on the Learning Environment Survey.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>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).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>A committee composed of parents, teachers, administration, and staff will be formed which will serve to collaboratively create a well-articulated vision for P.S. 169.</p> <p>This committee will receive training on how to develop a vision for the school by a hired consultant.</p> <p>The committee will plan a tentative schedule of meetings and create a timeline for the completion of the vision.</p> <p>The committee will attend meetings with the purpose of creating a well-articulated vision for the school community.</p>	<p>School Vision Committee (Representatives of all stakeholders)</p>	<p>9/2014-2/2015</p> <p>9/2014-6/2015</p>	<p>Teachers, administrators, and staff representatives</p>
<p>When the vision is in draft form, each member of the committee will bring the information to the stakeholders they represent for feedback.</p> <p>Feedback will be reviewed and changes will be made to the draft as needed to reflect the voice of the stakeholders</p>	<p>School Vision Committee</p>	<p>9/2014-6/2015</p>	<p>Teachers, administrators, and staff representatives on the committee</p>
<p>The completed school vision will be translated into all languages represented within our school community.</p> <p>The new vision statement will be published and distributed to all parents, staff, teachers, and administrators.</p>	<p>School Vision Committee</p> <p>Entire school community</p>	<p>9/2014-6/2015</p>	<p>School Vision Committee</p> <p>Staff responsible for the publication and reproduction of school documents</p>
<p>Workshops/Professional Development opportunities will be made available which will serve to ensure that the entire school community understands the vision and what it means to all stakeholders.</p>	<p>Entire school community</p>	<p>9/2014-6/2015</p>	<p>Staff and administration responsible for planning workshops and professional development</p>

Upon its finalization, all core actions taken at P.S. 169 should be reflective of the school vision.		9/2014- until an official revision of the vision is made	All administrators, teachers, staff members, and parents involved in decision making related to core actions within the school community
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**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> <li>• Time for meetings, which may include scheduling adjustments for staff members.</li> <li>• Representatives of administrators, staff, teachers, and parents</li> <li>• Consultant</li> <li>• Translation/Interpretation Services</li> </ul>

**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	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>	X	<b>P/F Set-aside</b>		<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.													

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ol style="list-style-type: none"> <li>1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>2. Specify a timeframe for mid-point progress monitoring activities.</li> </ol>				
By February 2015 the following benchmarks will indicated school progress toward meeting the specified goal:				
<ul style="list-style-type: none"> <li>• The vision writing committee will be in place</li> <li>• A schedule of required meetings will be created</li> <li>• A timeline for completion will be completed</li> </ul>				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

**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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

**Part 1 – Needs Assessment**

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:**  
 15. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.  
 16. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	D
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	I
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	I

**Part 1b. Needs/Areas for Improvement:**  
 17. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.  
 18. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

*As the SCEP is a living document, the HEDI ratings for the statements of practice (SOP) above will be revisited.*

**Needs**

Based on Coffee Talk/SLT/PTA/Town Hall findings:

- \*Families want to be included more
- \*Families want to learn of more ways to assist their child/ren
- \*Families want their culture to be accepted, celebrated, and shared with the school community

**Strength**

Our diverse population is very willing to create a partnership with each other and with the school 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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 the school culture will indicate that 80% of parents agree/strongly agree with 8 of the 10 components as measured by the NYC School Survey: School Culture.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• 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).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<p>In order to promote and strengthen our home/school connection, family based activities, such as movie nights, will be incorporated in the school calendar.</p> <p>School will provide families with a minimum of 4 multicultural events developed collaboratively by the teachers and families to increase cultural awareness and sensitivity.</p>	Parents and families, teachers	Dec. 2014- June 2015	Parents and families, teachers, administrators, parent support team
<p>A suggestion box and bi-weekly newsletter will increase the information to and from the families and strengthen the home/school partnership.</p>	Parents, teachers	Dec. 2014- June 2015	Administrators, parent support team
<p>Parents will receive more training on ways to assist their child at home.</p>	Parents	Dec. 2014- June 2015	Teachers, administrators, parent support team
<p>PTA will include a.m. and p.m. meetings to increase parental involvement.</p> <p>Parents will be provided a forum to express concerns and receive updates on school events through monthly coffee talks and to contribute to the school community.</p> <p>Build trust among the school community by hosting social celebrations throughout the school year, e.g., volunteer lunch, holiday celebration, staff appreciation day, teacher appreciation day, 100<sup>th</sup> day of school, student awards assemblies. The unifying thread will be to bring everyone together in support of academic, social, and emotional progress of students.</p>	Parents, staff members, administrators	Oct. 2014- June 2015	PTA, school administrators

### Part 4 – Resources Needed

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

Newsletter/suggestion box  
 Budget will indicate funding set aside for events mentioned above

**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	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>	X	<b>P/F Set-aside</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**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.

PTA Needs Assessment Survey will gauge parental satisfaction.  
 Survey parents after each workshop and parent meeting using a Likert scale.  
 NYC School Survey administered in March.  
 Measure parent participation at school events with a goal of 80% of parents attending one or more events during the school year.  
 Monitor Tuesday parent outreach with the goal of contacting all parents by March 2015 at least once.

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

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

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**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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Program assessments, Running records (including DRA), NYS tests, Common Core-aligned reading and writing tasks	Supplemental instructional materials (e.g., Rally!), small group instruction, repeated readings, after-school small-group instruction, close reading of text	Small group instruction, tutoring, 1:3 teacher to student ratio	During and after the school day, Saturdays
<b>Mathematics</b>	Program assessments, Running records (including DRA), NYS tests, Common Core-aligned reading and writing tasks	Supplemental instructional materials, small group instruction, after-school small-group instruction, use of concrete materials to model problems	Small group instruction	During and after the school day, Saturdays
<b>Science</b>	NYS test	Content-area literacy instruction	Small group instruction	During the day, Saturdays
<b>Social Studies</b>	Classroom assessments	Content-area literacy instruction	Small group instruction	During the day,
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Teacher referral, PPT review	Counseling, <i>Safe and Caring Schools</i> social-emotional curriculum	Small group and 1:1	During the school day

### 15K169 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	1668	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	86.4%	% Attendance Rate		96.2%
% Free Lunch	79.3%	% Reduced Lunch		0.7%
% Limited English Proficient	41.9%	% Students with Disabilities		14.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.1%	% Black or African American		1.5%
% Hispanic or Latino	47.3%	% Asian or Native Hawaiian/Pacific Islander		46.3%
% White	4.8%	% Multi-Racial		0.1%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.49	# of Assistant Principals (2014-15)		4
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		4
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		0.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)		6.96
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	30.0%	Mathematics Performance at levels 3 & 4		51.2%
Science Performance at levels 3 & 4 (4th Grade)	84.5%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
<b>Accountability Status – Elementary and Middle Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		YES
Students with Disabilities	N/A	Limited English Proficient		YES
Economically Disadvantaged	YES			
<b>Accountability Status – High Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

## 15K169 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	1668	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	86.4%	% Attendance Rate		96.2%
% Free Lunch	79.3%	% Reduced Lunch		0.7%
% Limited English Proficient	41.9%	% Students with Disabilities		14.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.1%	% Black or African American		1.5%
% Hispanic or Latino	47.3%	% Asian or Native Hawaiian/Pacific Islander		46.3%
% White	4.8%	% Multi-Racial		0.1%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.49	# of Assistant Principals (2014-15)		4
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		4
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		0.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)		6.96
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	30.0%	Mathematics Performance at levels 3 & 4		51.2%
Science Performance at levels 3 & 4 (4th Grade)	84.5%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
<b>Accountability Status – Elementary and Middle Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		YES
Students with Disabilities	N/A	Limited English Proficient		YES
Economically Disadvantaged	YES			
<b>Accountability Status – High Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

## 15K169 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	1668	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	86.4%	% Attendance Rate		96.2%
% Free Lunch	79.3%	% Reduced Lunch		0.7%
% Limited English Proficient	41.9%	% Students with Disabilities		14.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.1%	% Black or African American		1.5%
% Hispanic or Latino	47.3%	% Asian or Native Hawaiian/Pacific Islander		46.3%
% White	4.8%	% Multi-Racial		0.1%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.49	# of Assistant Principals (2014-15)		4
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		4
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		0.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)		6.96
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	30.0%	Mathematics Performance at levels 3 & 4		51.2%
Science Performance at levels 3 & 4 (4th Grade)	84.5%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
<b>Accountability Status – Elementary and Middle Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		YES
Students with Disabilities	N/A	Limited English Proficient		YES
Economically Disadvantaged	YES			
<b>Accountability Status – High Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

### 15K169 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	0K,01,02,03,04,05	Total Enrollment	1668	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	86.4%	% Attendance Rate		96.2%	
% Free Lunch	79.3%	% Reduced Lunch		0.7%	
% Limited English Proficient	41.9%	% Students with Disabilities		14.6%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.1%	% Black or African American		1.5%	
% Hispanic or Latino	47.3%	% Asian or Native Hawaiian/Pacific Islander		46.3%	
% White	4.8%	% Multi-Racial		0.1%	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	0.49	# of Assistant Principals (2014-15)		4	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		4	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		0.8%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)		6.96	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	30.0%	Mathematics Performance at levels 3 & 4		51.2%	
Science Performance at levels 3 & 4 (4th Grade)	84.5%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES	
White	YES	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES	
White	YES	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES	
White	N/A	Multi-Racial		YES	
Students with Disabilities	N/A	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

### 15K169 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	1668	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	86.4%	% Attendance Rate		96.2%
% Free Lunch	79.3%	% Reduced Lunch		0.7%
% Limited English Proficient	41.9%	% Students with Disabilities		14.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.1%	% Black or African American		1.5%
% Hispanic or Latino	47.3%	% Asian or Native Hawaiian/Pacific Islander		46.3%
% White	4.8%	% Multi-Racial		0.1%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.49	# of Assistant Principals (2014-15)		4
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		4
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		0.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)		6.96
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	30.0%	Mathematics Performance at levels 3 & 4		51.2%
Science Performance at levels 3 & 4 (4th Grade)	84.5%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
<b>Accountability Status – Elementary and Middle Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		YES
Students with Disabilities	N/A	Limited English Proficient		YES
Economically Disadvantaged	YES			
<b>Accountability Status – High Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

### 15K169 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	1668	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	86.4%	% Attendance Rate		96.2%
% Free Lunch	79.3%	% Reduced Lunch		0.7%
% Limited English Proficient	41.9%	% Students with Disabilities		14.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.1%	% Black or African American		1.5%
% Hispanic or Latino	47.3%	% Asian or Native Hawaiian/Pacific Islander		46.3%
% White	4.8%	% Multi-Racial		0.1%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.49	# of Assistant Principals (2014-15)		4
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		4
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		0.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)		6.96
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	30.0%	Mathematics Performance at levels 3 & 4		51.2%
Science Performance at levels 3 & 4 (4th Grade)	84.5%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
<b>Accountability Status – Elementary and Middle Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		YES
Students with Disabilities	N/A	Limited English Proficient		YES
Economically Disadvantaged	YES			
<b>Accountability Status – High Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

### 15K169 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	0K,01,02,03,04,05	Total Enrollment	1668	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	86.4%	% Attendance Rate		96.2%	
% Free Lunch	79.3%	% Reduced Lunch		0.7%	
% Limited English Proficient	41.9%	% Students with Disabilities		14.6%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.1%	% Black or African American		1.5%	
% Hispanic or Latino	47.3%	% Asian or Native Hawaiian/Pacific Islander		46.3%	
% White	4.8%	% Multi-Racial		0.1%	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	0.49	# of Assistant Principals (2014-15)		4	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		4	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		0.8%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)		6.96	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	30.0%	Mathematics Performance at levels 3 & 4		51.2%	
Science Performance at levels 3 & 4 (4th Grade)	84.5%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES	
White	YES	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES	
White	YES	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES	
White	N/A	Multi-Racial		YES	
Students with Disabilities	N/A	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

## Section 7: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

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

**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.
<p>P.S. 169 is a pleasant environment to teach in where we work to address the needs of all learners. Many teachers are referred to the school through professional colleagues and higher education professors who collaborate with our school through student teaching programs. Every effort is made to:</p> <ol style="list-style-type: none"> <li>a. Interview potential staff at job fairs and at P.S. 169</li> <li>b. Prioritize their knowledge/experience with English Language Learners and Students with Disabilities</li> <li>c. Determine potential for competency and compatibility as a pedagogue at this school</li> <li>d. Assess desire of applicants to be trained and work effectively with children and parents</li> </ol> <p>Our school has a high percentage of ELL's. Approximately 45% of the students are designated with ELL status. That said, every attempt to recruit Chinese Bilingual, Spanish Bilingual and ESL teachers is made in order to appropriately service our student population to meet their targeted needs. We encourage our present teachers to get an extension to their licenses, in these high needs areas. We use mandatory set aside money for highly qualified teachers to encourage our teachers to take courses that will assist them in receiving their extension to their license. We encourage BPS paraprofessionals to become highly qualified teachers by supporting their educational goals. Our school has also seen an increase in students that require an ICT placement, therefore every effort has been made to hire and retain teachers who are licensed in Special Education, so that the needs of these students can be met by an expert teacher</p>

**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).
<p>Our school has contracted with Expeditionary <i>Learning</i> and <i>ReadyGen</i> to provide job-embedded professional development. We have worked with members of the Office of Teacher Effectiveness to support new teachers and familiarize them with the Danielson <i>Framework for Teaching</i> and the <i>Advance</i> system. We work with Learner Centered Initiatives to support our school in the development of school culture. We have contracted with Goldmansour to provide targeted support to our special education teachers.</p> <p>Teachers attend PD offered by the Office of English Language Learners and teachers annually attend the SABE conference for bilingual educators.</p>

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

NA

**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).

NA

**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.).

IEPs from pre-school are received and coordination of services is made from early intervention to elementary. We encourage local Pre-K agencies tours of our school prior to enrollment. Kindergarten workshops are being held prior to registration.

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

**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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) 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 consolidated<sup>2</sup>. **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	\$1,440,338	X	10, 12, 15-16, 18-20, Section 6
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	\$364,614	X	10, 15-16, 18-20, Section 6
Title II, Part A	Federal	\$367,359	X	10
Title III, Part A	Federal	\$83,120	X	9, 10, 15-16, 18-20, Section 6
Title III, Immigrant	Federal	\$16,770	X	
Tax Levy (FSF)	Local	\$8,305,732	X	8, 10, 12, 15-16, 18-20, Section 6

**<sup>1</sup>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:

1. 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.
2. 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.

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

3. **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).
4. **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.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs

6. **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.
7. **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.
8. **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:

9. **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.
10. **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.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **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 9: 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 SCEP 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.

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### Parent Involvement Policy (PIP)

The P.S. 169 will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under section 1112 – Local Educational Agency Plans of the ESEA:

- To convene an annual meeting for Title 1 parents to inform them of the Title 1 program and their right to be involved.
  - To offer a flexible number of meetings at various times, and if funds are available, to provide transportation, child care or home visits for those parents who cannot attend a regular school meeting.
1. P.S. 169 will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:
    - To actively involve parents in planning, reviewing and improving the Title 1 programs and the parental involvement policy.
    - To provide parents with timely information about all programs.
    - To deal with communication issues between teachers and parents through:
      - Parent-teacher conferences at least annually
      - Frequent reports to parents on their children's progress
      - Reasonable access to staff
      - Opportunities to volunteer and participate in their child's class
      - Observation of classroom activities
  2. P.S. 169 will coordinate and integrate parental involvement strategies in Title 1, Part A with parental involvement strategies under the other programs:
    - AIS Reading, Math, Social Studies
    - Science Programs
  3. P.S. 169 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title 1, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled,

have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- Consultation with Parent Coordinator
- Consultation with Leadership Team
- Consultation with Principal
- Consultation with PTA Executive board Members
- Consultation with All School Parents at PTA Meetings

4. P.S. 169 will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve students' academic achievement through the following activities specifically described below:

e. P.S. 169 will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:

- Participating in or requesting technical assistance training that the local education authority or school offers on child rearing practices and teaching and learning strategies.
- Working with his/her child/children on schoolwork; read for 15 to 30 minutes per day to Kindergarten through 1<sup>st</sup> grade students; and listen to Grade 2 and 5 students read for 15 – 30 minutes per day.

f. P.S. 169 will, with the assistance of the District and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents and how to implement and coordinate parent programs and build ties between parents and schools by:

- Parent-teacher conferences at least annually
- Frequent reports to parents on their children's progress
- Reasonable access to staff
- Opportunities to volunteer and participate in their child's class
- Observation of classroom activities
- Additional professional development activities as needed

g. P.S. 169 will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers program, and public pre-school and other programs and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:

- The guidance Counselor will be available to assist

## **Parental Responsibilities**

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

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

- Becoming involved in developing, implementing, evaluating, and revising the school-parent involvement policy

- Participating in or requesting technical assistance training that the local education authority or school offers on child rearing practices and teaching and learning strategies

Working with my child/children on schoolwork: read for 15 to 30 minutes per day to Kindergarten through 1<sup>st</sup> grade students; and listen to Grade 2 and 5 students read for 15 to 30 minutes per day Monitoring my child's/children's:

- Attendance
- homework
- Television watching

- Making sure my child is on time and prepared every day for school;
- Monitoring attendance;
- Talking with my child about his/her activities every day;
- Scheduling daily homework time;
- Providing an environment conducive to study;
- Making sure that homework is completed; and
- Monitoring the amount of television my children watch

- volunteering in my child's classroom;
- participating, as appropriate, in decisions relating to my children's education;
- participating in school activities on a regular basis;
- staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate;
- reading together with my child every day;
- providing my child with a library card;
- communicating positive values and character traits, such as respect, hard work and responsibility;
- respecting the cultural differences of others;
- helping my child/children accept consequences for negative behavior;
- being aware of and following the rules and regulations of the school and district;
- supporting the school's discipline policy; and
- expressing high expectation and offering praise and encouragement for achievement

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

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

- h. P.S. 169 will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title 1 participating children in an understandable and uniform format, including alternative formats upon request, and , to the extent practicable, in a language the parents can understand:

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

**Adoption**

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

This policy was adopted by P.S. 169 on 10/4/13 and will be in effect for the period of one year or until revised. The school will distribute this policy to all parents of participating Title 1, Part A children on or before October 23, 2014.

Principal's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**School-Parent Compact (SPC)**

**P.S. 169 – Sunset Park School**

**4305 7<sup>th</sup> Avenue**

**Brooklyn, NY 11232**

**718.853.3224**

**718.633.9621**

[15k169@schools.nyc.gov](mailto:15k169@schools.nyc.gov)

**SCHOOL – PARENT COMPACT - School Name: P.S. 169**

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



**Department of English Language Learners and Student Support**

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<http://schools.nyc.gov/Academics/ELL/default.htm>

**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: The Sunset Park School	DBN: 15K169
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 412
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 10  
# of certified ESL/Bilingual teachers: 10  
# of content area teachers: 0

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: Begin description here: This supplemental program will provide a variety support for English Language Learners and their parents during after school and Saturdays within the whole school year. The instructional approach will be based on Thematic Units.

Rationale:

Thematic Unit approach focusing on a theme or a topic. Teachers will focus their planning within a main topic and branch out to listening, speaking, reading and writing skills ( four domains of language acquisition.) English language learners need a lot of repetition in order to understand the content area and the skills. Using the thematic approach, the teacher and students will study a topic within a period of time while integrating reading and writing. They will develop a deeper understanding of the theme.

Moreover, Thematic Units are a project-based study. Students will be engaged into a study that they are interested. They will need to collaborate within their groups in inquiring about different aspects of the topic. This will develop students' critical thinking skills and encourage discussion within their groups.

Furthermore, DOE Common Core Library, EngageNY. org provide many units that teachers can use and they are common core aligned.

Over 45% of our school population are English Language Learners. The subgroups who will be attending the after school program are students who came to this country less than 3 years ago. The grade bands will stretch from Kindergarten to fifth grade. In addition, the Saturday sessions serve more specifically for students who need interventions in ELA, MATH and NYSESLAT in 3rd grade to 5th grade based on formative and summative assessments.

Schedule and duration:

The program will start in December through June. There will be 50 sessions in total for after school. The after school will run every Wednesday and Thursday from 2:45-4:15 p.m. Saturdays will also start in December from 8:30-12:00 p.m. There will be 20 sessions for Saturdays.

## Part B: Direct Instruction Supplemental Program Information

Language of instruction:

For students who scored on Advance level, the instruction will be in English.

For students who are scored intermediate and beginning levels, teachers will make appropriate adjustment according to the needs of students in their native language.

At least 7 ESL and 3 Bilingual licensed teachers will be teaching in the program. The programmatic model will be self contained ESL or bilingual classes with 15 students and one teacher in a class.

A computer software, MaxScholar will be implemented into the program. In addition, Units of Study from EngageNY.org or Tasks from DOE's common core library website will be some of the resources that the teachers will use. NYSESLAT, ELA and MATH testing materials will also be used as supplementary materials.

## Part C: Professional Development

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

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

Begin description here: Begin description here:

Rationale: It is important that teachers continue to receive professional development in which that polish and improve teaching practices and meet the need of the students in the 21st century.

All ELL's teachers who serve ELL students will be invited to participate in the workshops or conferences.

There are several topics that teachers have expressed interested in their professional development. For example, Foundations phonics program in which many of the new comers will benefit from, MaxScholar software program in which it contains many self-paced reading activities that students will be able to use to enhance their language development, vocabulary instruction and Reading Reform in which it provide tools for teachers teaching English language learners in decoding skill.

Schedule and duration:

The schedule and duration will depend upon on providers' schedule. The duration will be in January, February, March and April.

There will be six times of SIOP training starting from the month of November through April. It will happen twice a month for three month. K-5 ELL teachers including the Title 3 providers will attend the training sessions. The providers will be the ESL liaison in school. Anticipated dates: 11/25, 12/3, 1/7, 2/4,

### Part C: Professional Development

3/4, 4/1.

MaxScholar software program will have three times of professional development for ELL teachers which includes all the Title 3 providers. This training will be taken place during the month of January. The provider will be the consultants from MaxScholar. Anticipated dates: 1/14, 1/21 and 1/28.

Vocabulary instruction professional development will be conducted three times in the month of February and March. All ELL's teachers including the Title 3 providers will attend the training. Our ESL licensed teacher, (ESL liaison and testing coordinator) will be hosting the training. Anticipated dates: 2/4, 2/11 and 2/13.

Reading Reform Foundation of NY is a professional development organization that provide tools for teachers to support students in reading skills. The anticipation of the training will take place in March and April. There will be at least six weeks of training. Once in every week. The provider will be from Reading Reforem Foundation of NY. Anticipated dates: 3/4, 3/11, 3/18, 3/25, 4/15 and 4/22.

### Part D: Parental Engagement Activities

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

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

Begin description here:

Rationale:

Parents are vital partners in our students' education success. Therefore, we need to provide meaningful and engaging activities that encourage parents to participate and gain access to their child(ren) education.

Schedule and duration:

Starting from December to June, every Saturday from 8:30-12:00 will be a set time for parents to participate in different activities either with their children or with adult groups.

Topics:

Adult ESL will be taken place from the December through June.

By the end of each unit of study, parents will be invited to celebrate with their children during after school or Saturday academy. Furthermore, ELA cultural activities will take place such as Holiday

**Part D: Parental Engagement Activities**

celebrations for different cultures.

There will be parent workshops that will take place once every month from January to June. Each session will take place in the morning for an hour. The date will be vary depending on the providers' schedule.

Topics will be included but not limited to:

1. Introduction of Common Core for New ELL parents. Provider will be the Assistant Principal who oversees the ELL program at the school. Lincense: School District Leader Provision Certificate.
2. Introduction of NYSITELL and NYSESLAT. Provider will be the school ESL Liaison and testing coordinator who proresses an ESL license K-12.
3. Introduction of the computer program, Max Scholar. Provider will be the consult from Max Scholar.
4. Reading with children in their Native Language. Provider will be classroom teacher who possess a Bilingaul license.
5. Introduction of on-line resources for ELL parents. Provider will a technology teacher with a common branch license.
6. Summer activities for ELL students and Families. Provider will be school Parent Coordinators.

All workshops will be conducted in three different languages. Bilingual licensed teachers will provide the translation service during the workshops.

Notification of activities:

Parents will be notified by letters through school and parents' monthly calendar in all languages.

**Part E: Budget**

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development</li> </ul>	_____	_____

**Part E: Budget**

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
contracts.		
Supplies and materials <ul style="list-style-type: none"><li>• Must be supplemental.</li><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		

**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 <b>15</b>	Borough <b>Brooklyn</b>	School Number <b>169</b>
School Name <b>The Sunset Park School</b>		

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

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>1652</b>	Total number of ELLs	<b>697</b>	ELLs as share of total student population (%)	<b>42.19%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	3	3	3	3	1	1								14
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
self-contained	2	2	2	1	2	0								9
Push-In	5	5	5	5	5	5								30
<b>Total</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>9</b>	<b>8</b>	<b>6</b>	<b>0</b>	<b>53</b>						

## B. ELL Years of Service and Programs

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

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

	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	
<b>TBE</b>	200	17	0	4	0	0	0	0	0	204
<b>Dual Language</b>		0	0	0	0	0	0	0	0	0
<b>ESL</b>	433	3	0	59	0	0	1	0	0	493

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		
<b>Total</b>	<b>633</b>	<b>20</b>	<b>0</b>	<b>63</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>697</b>
Number of ELLs who have an alternate placement paraprofessional: <u>24</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
Spanish	25	29	27	22	0	0								103
Chinese	52	64	52	51	27	31								277
SELECT ONE														0
<b>TOTAL</b>	<b>77</b>	<b>93</b>	<b>79</b>	<b>73</b>	<b>27</b>	<b>31</b>	<b>0</b>	<b>380</b>						

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	27	38	21	5	25	15								131
Chinese	17	62	36	23	31	24								193
Russian														0
Bengali			2	1										3
Urdu														0
Arabic	2	5	1	2		1								11
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	1	1												2
Albanian														0
Other				1										1
<b>TOTAL</b>	<b>47</b>	<b>106</b>	<b>60</b>	<b>32</b>	<b>56</b>	<b>40</b>	<b>0</b>	<b>341</b>						

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	83	18	20	16	21									158
Intermediate(I)	94	45	19	15	22									195
Advanced (A)	149	63	54	31	39									336
Total	<b>326</b>	<b>126</b>	<b>93</b>	<b>62</b>	<b>82</b>	<b>0</b>	<b>689</b>							

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</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	34	24	3	0	61
4	36	19	1	0	56
5	82	31	8	0	121
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	12	1	19	8	4	6	0	2	52
4	16	2	14	8	4	12	2	4	62
5	64		33		27		11		135
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2	0	6	2	28	11	10	8	67
8									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and 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)	5	15	7	8				
Chinese Reading Test	5	13	27	30				

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

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

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

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
The data across the proficiency levels (on the LAB-R and NYSESLAT) show that students excel in the listening and speaking portion. Although we have shown great progress in the reading subtest on the NYSESLAT, the writing subtest needs the most improvement and is our main focus in our instruction for ELLs.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
The patterns across the NYSESLAT modalities help us to decide what support teachers and students need. We are able to monitor our areas of needed improvement to help us differentiate & scaffold instruction to better meet the needs of our students. On our Accountability report, although our ELLs have not met the Annual Measureable Achievement objectives in English Language Arts, they did meet them in mathematics. The majority of ELLs score within levels 1 and 2 (about 80 percent) in ELA.
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a. 14 ELL students scored level 3 & 4 on the 2013 ELA exam compared to 115 monolingual students on the same grades.  
On the native language exams (ELE for Spanish / Chinese Reading Test for the Asian students) 72 students scored at levels 3 & 4.

b/c. We currently do not administer the ELL Periodic Assessments.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
Our school uses various forms of data to guide instruction for ELLs; such as: DRA2, NYSESLAT results, running records, conference notes, Benchmark mathematics exams, unit math assessments and State ELA and Math scores. Based on the data, the classroom teachers identify students that struggle in math and ELA. Teachers will have a variety of screeners to indicate which students need instruction in the tier 2 level of the RTI framework. Tier 2 teachers further use data from progress monitors to determine if the instruction has met the needs of the students. This data will also show if students can move back to tier instruction or into a tier 3 which is a more intensive instruction to meet their needs.  
Some screeners we utilize are: DRA2 Benchmark Reading Levels, Reading levels Performance Chart, math benchmark, .math benchmark checklist, small group conference notes, rubrics for writing performance.
6. How do you make sure that a child's second language development is considered in instructional decisions?  
We make sure our students second language is considered when making instructional decisions by analyzing student data to identify trends and gaps. This information guides our instructional decisions in terms of lesson modifications, scaffolds and materials used. To help determine when to increase the amount of English used in our transitional bilingual classes, we collect & analyze data gathered from informal assessments as well as formal assessments such as the LAB-R, NYSESLAT, the ELE (Spanish Native Language exam) and the Chinese Reading test, we also use ATS reports such as the admission report, exam history, RYOS (years of service), RLAT, & RMSR. For new registered ELL students, the interview with the parents is used to gather information on the child's educational history/background.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?

Not applicable
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
To help us meet our school's AYP for ELLs, we evaluate the success of our ESL programs by analyzing the growth of our students in each

modality of the NYSESLAT. We also monitor our strengths & areas of needed improvement by reviewing the results of all standardized exams.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
The ELL identification process first includes the administration of the Home Language Identification Survey (HLIS) to determine eligibility for LAB-R testing. Procedures are outlined below:
  1. During registration, parents must complete the HILS form in the language of their choice.
  2. A licensed pedagogue reviews the HLIS, conducts an informal oral interview with the student in English and in their Native language, then enters the OTELE Alpha language code.
    - a. If the student does not speak another language, then he/she is not an ELL and placed in a monolingual class setting.
    - b. If the HLIS indicate that a language other than English is spoken in the child's home, the student is administered the LAB-R within 10 days.
    - c. If the student's home language is Spanish and scores below proficiency on the LAB-R, he/she is then given the Spanish Lab to determine language dominance.
    - d. We then send letters home notifying parents of their child's eligibility status based on LAB-R results.The person(s) responsible for conducting the initial screening & administering the HLIS are licensed pedagogues (Principal, assistant principals, ESI/bilingual pedagogues. Family workers are utilized for translation purposes if needed.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
To inform parents of our programs, we invite them to view the ELL Parent Program Orientation Video in the language of their choice. Once parents are informed of the program options, they complete Appendix D (parent survey & program selection form). We then place the student within 10 days of enrollment in the parent's first choice if available. If a parent's choice is not currently available at our school i.e. Dual Language program, we refer them to two of our neighboring schools that offer the program. The selected staff members involved in this process are as follows:
  - 1 Spanish Bilingual pedagogue
  - 1 ESI/ Liaison pedagogue
  - 2 family workers (Chinese speaking for translation)
  - 1 parent coordinator (Spanish speaking for translation)
  - 1 Assistant principalPrincipal
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
After analyzing the data on ATS report RLAT, we ensure that all of our ELLs who continue to be entitled for services receive an Entitlement Letter informing parents of their child's ELL status. Our 2 ESL/Bilingual pedagogues/liaisons distribute and keep adequate records of all parent letters sent home & placed in a binder (room 439/ESL office) for future reference. The Parent Survey & Program Selection forms are distributed by the pupil accounting secretary during registration and after viewing the Parent Orientation video. Once completed, the form is then given to an administrator for review and determination of program placement. The original Appendix D is placed in the student's cumulative record while a copy is stored & filed in the main office by the pupil accounting secretary.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

The criteria/procedures used are as follows:

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

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

The testing coordinator and the ESL/Bilingual liaisons work closely together to carefully identify all ELLs within the whole school as well as in each grade using ATS reports such as the RLAT, RLER, ROCL, etc. We diligently keep record of any student(s) absent during the testing period and provide them with a make up period. We ensure that each & every ELL student is administered all 4 parts of the NYSESLAT within the allotted time frame.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [①](#)  
By viewing and analyzing the Parent Survey & Program Selection forms, we monitor parent choices. In recent years, we have noticed that the trend has been that parents are choosing Free-Standing ESL as their first program choice. Because of this noticeable trend, we have increased our Free-Standing ESL programs to be aligned with parent's first choice. We have increased our number of ESL pedagogues as well. We have also put in place a tracking system to help us monitor parents' 1<sup>st</sup> choice in program selection to better meet the needs of our parents & community. We are continuously building alignment between parent choice and program offerings by reviewing parent choices initially and throughout the year. We use this data to open & adjust programs.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
    - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
    - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
      - 1 a. The organizational models that we have in place are as follows:
        1. ESL self-contained classes: There are 8 self-contained ESL classes in grades k-4. Teachers use ESL methodologies to teach all content areas. Precise vocabulary is emphasized in order to meet the needs of ELLs.
        2. ESL Push-in and Pull-out models: These programs provide ESL instruction for ELLs currently in monolingual classes from grades k-5. The students are serviced daily by licensed ESL providers in a small group setting. Differentiated instruction is driven by on-going formal/informal assessments such as running records, conferring, DRA2, etc.
        3. Transitional Bilingual Classes: We have four Spanish bilingual classes from grades K-5, ten Chinese bilingual classes from grades K-5. We are currently using the Estrellita Spanish Program for NLA in first and third grade bilingual classes. In addition, NLA is taught through Social Studies and Science in all bilingual classes. Content areas social studies & science trade books in the native language (Spanish & Chinese) are also utilized. Throughout the grades, students at the beginning level receive 60% of their daily instruction in native language (L1) and 40% in English (L2) in the bilingual classes. The ratio will shift as 50:50, then 75% in English and 25% in native language as the students progress in their second language acquisition.
      - 1 b) Bilingual and ESL students' placement is based on their age, LAB-R scores and/or NYSESLAT proficiency levels. All classes are heterogeneously grouped. More advanced students are placed into ESL self-contained classes.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
 

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

    - the NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grade K-8 chart is provided and explained to all ELL teachers during grade conferences.
    - . All ESL/Bilingual pedagogues are instructed to give the necessary mandated minutes according to proficiency levels. Beginner/Intermediate levels are provided with 360 minutes per week of ESL instruction. Advance level are provided 180 minutes of ESL instruction per week. Bilingual pedagogues provide a minimal of 45 minutes per day in Native Language Arts in the content areas of Science & Social Studies.
    - Teachers are required to submit their program cards indicating the mandated units of ESL instruction as per CR part 154.
    - Teachers are required to use the data available on ARIS to review their students' English proficiency levels.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
 

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

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

In the Spanish bilingual classes, Estrellita is used to evaluate native language proficiency. The Chinese bilingual pedagogues generate their own on-going formative assessments. Both the ELE and the Chinese Reading Tests are administered during the spring. The results provide us with the necessary information we need to better evaluate our native language instruction.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
We ensure that our ELLs are appropriately evaluated in all four modalities by continuously using informal & formal assessments throughout the year. Since we are currently implementing the ReadyGen reading program this year, teachers of ELLs evaluate the modalities by scaffolding & differentiating instruction within each component. For instance, the "team talk" component in every lesson promotes peer interaction through verbal discussion & listening. The "close reading" is another component of the program which not only help students acquire a deeper understanding of the text, but also helps them with the writing tasks. Teachers also implement Junior Great Book methodologies to evaluate students' progress.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. We currently have 20 SIFE students in the upper grades. We offer SIFE students After-School tutoring and Saturday Academy small group instruction. In addition, we've included this population ion our early morning Extended-Time program for ELA & Math.

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

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

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

### Courses Taught in Languages Other than English

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			

**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

Social Studies:				
Math:				
Science:				

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

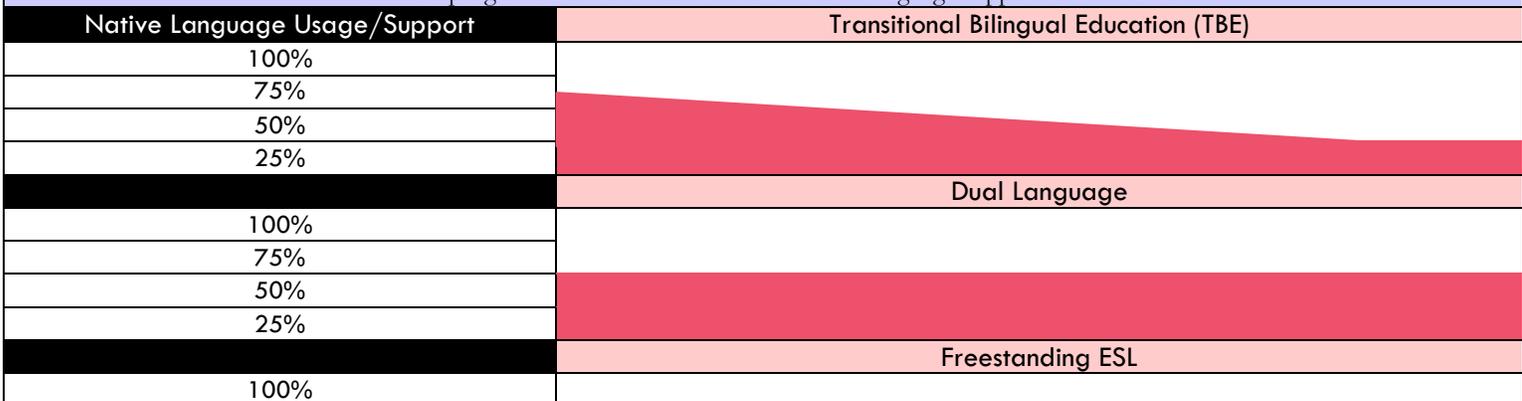
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

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

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Some of our targeted intervention programs for ELLs in ELA, math, & content areas are:
- \*ELA RTI groups in each grade
  - \*Math RTI groups in each grade
  - \*Guided reading/writing groups
  - \*Small group instruction by pedagogues & paraprofessionals
  - \*Provide additional small group instruction before school, after-school, and on Saturdays (Saturday Academy)
  - \*Content area teachers (clusters) are provided with ongoing professional development on how to implement ESL methodologies in the content area being taught.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Currently we are implementing two new programs, ReadyGen (reading program) & GoMath. Although this reading program claims to be Common Core aligned, we are discovering that it is limited in providing sufficient scaffolding for ELLs.
- Some of our concerns are as follows:
- The lessons are very difficult & lengthy
  - The content is too difficult for many of our newcomers, especially in the upper grades
  - Since this program is new, we need time to determine its effectiveness.
- GoMath is a math program that provides a very hands-on approach for all students.
- Teachers have access and flexibility to utilize the on-line component of the program
  - It has an RTI component to enrich and reteach concepts
- Although this program can be very lengthy, it provides sufficient support. However, it is important that the program provides materials written in different languages to help parents support their children at home. This will also support ELLs taking the state math exams in their language.
11. What new programs or improvements will be considered for the upcoming school year?
- Due to the drastic demographic influx of Asians in our community, the Chinese population in our school is now more than 50%. It is necessary to consider opening a Dual Language Program to better serve the growing population. Research has shown that first language will foster second language acquisition. Summer institutes should be provided for newcomers who have been here less than three years. These summer institutes should provide a more hands-on approach such as field-trips for students to gain new experiences & explore the new language and environment.
12. What programs/services for ELLs will be discontinued and why?
- N/A
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- We offer our ELLs equal access to different programs such as:
- \*small group instruction before-school, after school, and Saturday Academy
  - \*Enrichment Clubs which takes place once a week to provide newcomers the opportunity to learn English through social interaction & activities.
  - \*partnerships with outside organizations such as: Center for Family Life, PRY program, Sunset Park after-school programs, Sunset Park Alliance Club, etc.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Every classroom is provided with computers, laptops, a smartboard, Promethean Activ-Table (computerized interactive table), an ELMO, scanner, printer/copy machine, etc. We've also purchased learning software for ELLs such as RazKids, WorldBook, BrainPop, etc. in which students have the opportunity to log-in at home. These programs provide supplemental support for our ELLs in reading, math, social studies and science.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is delivered in our transitional bilingual program by bilingual pedagogues utilizing the purchased native language arts materials such as Estrellita for Spanish classes & trade books from China Sprout for Chinese classes. Following the CR Part 154 mandates, we embed native language arts instruction into our daily schedule in which students speak, listen, read & write

in their native language.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
We purchase and implement appropriate grade level resources/materials to effectively correspond to our ELLs in order to develop effective instructional strategies. Goals are not only based on grade levels, but on students' language acquisition stages as well.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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

18. What language electives are offered to ELLs?

N/A:

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

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

### C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.
  1. Some professional development we provide for all of our ELL personnel are: study groups, on-site ESL/Bilingual workshops on SLOP, NYSESLAT data analysis, ESL methodologies, Language Acquisition, R.T.I for ELLs, ESL technology (i.e. software, programs). Teachers are encouraged to attend off-site workshops.
  2. During our scheduled on-site monthly ESL/Bilingual meetings, we offer professional development on how to best intergrate the Common Core Learning Standards into our teaching of ELLs. Teachers also attend various off-site ESL workshops.
  3. We provide support For our 5th grade ELLs as they transition from elementary to middle school by arranging visits to neighboring schools. We offer workshops for parents to inform & assist them during the application process. We write recommendation letters for our ELLs when needed. We have an annual "Career Day" in which we invite outside professionals to come and speak to our graduating class.
  4. We provide the required hours of ELL training for all staff during our grade conferences, study groups , inquiry, all day PD. We keep track of all personnel that attend on-site/off-site ELL training and schedule time to turn-key during grade conferences/monthly ESL/Bilingual meetings. Our school payroll secretary also keeps a record of any personnel that attends PD.

## D. Parental Involvement

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

## E. Additional Information

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

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

## Part VI: LAP Assurances

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

**School DBN: 15K612**

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

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

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 to 2014-2015**

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

**DBN: 15k169**

**School Name: The Sunset Park School**

**Cluster: 6**

**Network: 612**

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

**Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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

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