



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):	22K269
School Name:	P.S. 269
Principal:	MS. JAZMINE SANTIAGO

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: P.S. 269 Nostrand School Number (DBN): 22K269
School Level: Elementary Grades Served: Pre-K/03, 04, 05
School Address: 1957 Nostrand Avenue, Brooklyn, N.Y. 11210
Phone Number: (718) 941-2800 Fax: (718) 940-3098
School Contact Person: Jazmine Santiago Email Address: Jpagan22@schools.NYC.GOV
Principal: Ms. Jazmine Santiago
UFT Chapter Leader: Mr. Steven Blum
Parents' Association President: Ms. Karen Guevarro
School Leadership Team
Chairperson: Ms. Karen Dini
Student Representative(s): _____

District Information

District: 22 Superintendent: Ms. Julia Bove
Superintendent's Office Address: _____
Superintendent's Email Address: JBove@schools.nyc.gov
Phone Number: (718) 968-6115 Fax: _____

Cluster and Network Information

Cluster Number: 6 Cluster Leader: Jose Ruiz
Network Number: 605 Network Leader: Lisa Gigoux

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:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jazmine Santiago	*Principal or Designee	
Steven Blum	*UFT Chapter Leader or Designee	
Karen Guevarro	*PA/PTA President or Designated Co-President	
Pamela Walker	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Regina Mitchell	CBO Representative, if applicable	
Rasheeda Lawson	Member/ UFT	
Karen Dini	Member/UFT	
Ornella Burke	Member/ parent	
David Trimboli	Member/ UFT	
Isaac Martin	Member/ Parent	
Shirley Carty	Member/ Parent	
Karen Guevarro	Member/ Parent	
Darlene Rice	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.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

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:

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

Our mission is to support and nurture the academic and emotional success of all students. Our goal is to motivate students by encouraging learning in ways that are meaningful and in ways that stimulate curiosity and interest for further academic growth. Within the classroom, engaging curriculum ensures that learning experiences are directly related to standards, high expectations and real world experiences. We are dedicated to the promotion of integrity, respect, equality and caring for the well-being and whole development for the school community. The administration, staff, students, parents and community members are working collaboratively to support this mission. One of the goals in which we have made progress was parental involvement. Our goal was to improve attendance in PA meetings and parent workshops. To achieve this goal we increased the number of parent workshops, holding approximately two workshops a month. We have and continued to provide alternative scheduling of workshops to accommodate parents in both morning and afternoon sessions. We continue to increase our outreach and communication through the use of technology as well as increasing phone calls and notifications sent to parents. We continue to survey parents' interests to provide workshops that meet the needs of the community, thus increasing parent involvement.

Another one of our goals in which progress was made was in aligning the use of resources to support the instructional goals that meet students' needs. It was evidenced in the 2013-2014 Priority and Focus School Quality Review that intentional decisions to support and augment classroom instruction to close the achievement gap were well developed. We were successful in implementing common core aligned units of study over the course of the school year (Tenet 3). Evidence was apparent in student work and curricula-aligned assessment practices that inform instruction (noted in the Quality Review 2013-2014).

One area of focus in which we continue to improve on is reducing the number of level 4 and level 5 infractions according to OORS data (Tenet 5). This continued effort is accomplished by devoting instructional time to conflict resolution and peer mediation using the Habits of Mind and P.B.I.S. The curriculum continues to allow teachers to focus on strategies to help students resolve problems non-violently, thus decreasing the number of student-to-student incidents. Our continued partnership with Asphalt Green allows students to take part in more structured play as a way to release energy, stress and frustration.

Lastly, our goals will continue to encompass our vision for moving students towards college and career readiness and maintain a nurturing and safe environment for all. This can be ensured through rigorous and engaging supports.

22K269 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	PK,03,04,05	Total Enrollment	393	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	81.6%	% Attendance Rate			93.5%
% Free Lunch	78.3%	% Reduced Lunch			1.0%
% Limited English Proficient	14.6%	% Students with Disabilities			29.0%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.3%	% Black or African American			94.0%

% Hispanic or Latino	3.8%	% Asian or Native Hawaiian/Pacific Islander	2.0%
% White	N/A	% Multi-Racial	N/A
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	3.17	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	3
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	6.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)	7.37
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	15.0%	Mathematics Performance at levels 3 & 4	11.6%
Science Performance at levels 3 & 4 (4th Grade)	76.2%	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	X	Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	
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	YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	NO	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	YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	NO	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	YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	N/A
Economically Disadvantaged	NO		

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 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.	E
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.	D
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.

Strengths: Reflecting and refining the current curriculum.

- Create more of an extensive alignment across all disciplines, enhancing current units of study Focus on Inference, interpreting information (Problem-Solving and academic vocabulary)

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 2015, 100% of teachers will engage in teacher teams to reflect and refine the curriculum in order to deepen the level of rigorous instruction for ELL students and SWD as evidenced by at least one level increase from the baseline to the culminating assessment in at least one CCSS aligned unit of study.

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	Timeline What is the start and	Key Personnel Who is responsible for implementing

<ul style="list-style-type: none"> ○ Research-based instructional programs, professional development, and/or systems and structures needed to impact change ○ 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). ○ Strategies to increase parent involvement and engagement ○ Activities that address the Capacity Framework element of Trust 	<i>targeted?</i>	<i>end date?</i>	<i>and overseeing the activity/strategy?</i>
Incorporate UDL considerations	Teachers	Sept. 2014- June 2015	Principal, Instructional Cabinet, Teachers, IEP Teachers, School Program
Increase level of exposure for students to critically think beyond the text.	Teachers	Sept. 2014- June 2015	Principal, Instructional Cabinet, Teachers, IEP Teachers, School Program
Increase level of immersion of domain-specific vocabulary	Teachers	Sept. 2014- June 2015	Principal, Instructional Cabinet, Teachers, IEP Teachers, School Program
Implement monthly “Extended Stamina Practice”	Teachers	Dec.2014- June 2015	Principal, Instructional Cabinet, Teachers, IEP Teachers, School Program

Part 4 – Resources Needed

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

Schedule of team meetings, media, audio and visual aids, research based common core aligned 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	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA	X	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.

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.

- Baseline and culminating assessments across the disciplines
- Fountis and Pinnell Reading levels in Grades 3-5 (Mid-Point Check)
- “Extended Stamina Practice”

○ Self-Reflection Student Questionnaire

Part 6b. Complete in February 2015.

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 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.	E
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.

Continue to develop the school-wide character education initiative focusing on the Habits of Mind and strategic behavior supports such as P.B.I.S. in an effort to support student work habits and a commitment to their educational goals for ensuring that our students can meet appropriate instructional challenges aligned to their learning needs, multiple entry points and supports.
Establish systems of support to foster the implementation of a multi-tiered approach as a form of intervention before targeted behaviors occur.

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, 100% of students and staff will focus on the Habits of Mind and P.B.I.S. in an effort to reduce the number of occurrences within the classroom reported on OORS.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the</i>
<ul style="list-style-type: none"> ○ Research-based instructional programs, professional 			

<p>development, and/or systems and structures needed to impact change</p> <ul style="list-style-type: none"> ○ 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). ○ Strategies to increase parent involvement and engagement ○ Activities that address the Capacity Framework element of Trust 			<i>activity/strategy?</i>
<ul style="list-style-type: none"> ○ Continue to incorporate Habits of Mind lessons to support student work habits and commitment to their educational goals. ○ Book of the Month aligned to the Habit of Mind ○ Implement P.B.I.S. Program school –wide ○ Rece 	Students, teachers and guidance	Sept. 2014- June 2015	Principal, Assistant Principal, Instructional Cabinet, Sapis workers, Guidance counselors, School Psychologist, Asphalt Green, School Aides
<ul style="list-style-type: none"> ○ Career and Unity Day ○ “Acts of Kindness” Week ○ Writer’s Celebration ○ P.S. 269 Holiday Ball 	Students, teachers and guidance	Sept. 2014- June 2015	Principal, Assistant Principal, Instructional Cabinet, Sapis workers, Guidance counselors, School Psychologist, Asphalt Green, and School Aides
<ul style="list-style-type: none"> ○ Provide opportunities for student voice through Student Council ○ Provide opportunities for recognition through awards and in assemblies (Habits of the Mind, Student of the Month). ○ Continue implementation of the Peace Room where students learn about life skills. ○ Targeted guidance programs and Peer Mediation that provide support services for students experiencing social or personal distress. ○ Examining the OORS report for trends in occurrences and brainstorm ways to reduce the number of student infractions. 	Students, teachers, and guidance	Sept. 2014- June 2015	Principal, Assistant Principal, Instructional Cabinet, Sapis workers, Guidance Counselors, and School Psychologist
<ul style="list-style-type: none"> ○ Foster responsibilities (Fifth Grade Seniors assist with Morning Line-Up and Pre-K extracurricular ○ Implement “Lunch Clubs” to Grades 4 and 5 to allow students to choose activities that foster their interest. ○ Engage students in structured, collaborative play (Asphalt Green and Move to Improve, Fitness, Healthy Eating) to build positive peer relationships. ○ Provide professional development to teachers and staff to build cultural competence and deepen their knowledge on the Habits of Mind. 	Students, teachers and guidance	Sept. 2014- June 2015	Principal, Assistant Principal, Instructional Cabinet, and Guidance Counselors

Part 4 – Resources Needed

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

Book of the month texts, team planning, parent communication, scheduling, professional development , P.B. I. S. resources, Fitness Curriculum/Equipment, Healthy Eating Curriculum

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		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.

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.

- Mini-celebrations, check-in(s)
- Student elicited responses from Guidance
- Consistent review of OORS
- Monthly Instructional Cabinet meetings to analyze the OORS reports and revise safety and behavioral intervention plans accordingly.
- On-going Professional Development through the Collaborative Inquiry Protocol for implementation of P.B.I.S.

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

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 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.	E
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.	D

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.

Continue to increase the level of engagement in structured and professional collaborations on teacher teams using the collaborative inquiry protocol to promote sharing of leadership and build capacity while improving student learning, specifically ELL's and SWD's.

Increase enhancement of the curricula so that it is not only aligned to the CCSS, but encompasses the rigor needed to support student engagement and college and career readiness.

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, 50 % of the teachers will have advanced in the Danielson Component 3d; *Using Assessment in Instruction*.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> ○ Research-based instructional programs, professional development, and/or systems and structures needed to 			

<ul style="list-style-type: none"> ○ impact change ○ 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). ○ Strategies to increase parent involvement and engagement ○ Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> ○ Provide Professional Development to support teacher development on teacher’s knowledge of content when using various forms of assessment to drive instruction. 	Teacher	Sept. 2014- June 2015	Administration, Instructional Team
<ul style="list-style-type: none"> ○ Teachers will analyze student data and use the information to <i>intentionally organize instructional groups to support student learning</i> and address the learning needs of students. 	Teacher	Sept. 2014- June 2015	Administration, Instructional Team
<ul style="list-style-type: none"> ○ Time allotted to support teachers and teacher teams in reflecting and refining curriculum. ○ Use the <i>Collaborative Inquiry Protocol</i> to assess student work for evidence of learning and gaps and make purposeful adjustments (Exit Slips, Peer Assessment Feedback, Next Steps) 	Teacher	Sept. 2014- June 2015	Administration, Instructional Team
<ul style="list-style-type: none"> ○ Plan individualized Professional Development to strengthen teacher practice (Text study) 	Teacher	Sept. 2014- June 2015	Administration, Instructional Team

Part 4 – Resources Needed

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

Research based text study materials and practices, scheduling flexibility

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		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

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

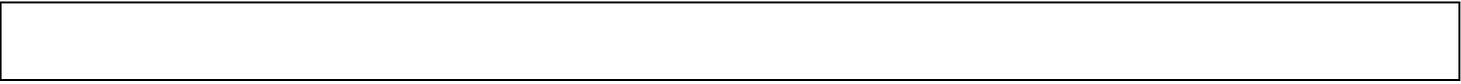
3. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
4. Specify a timeframe for mid-point progress monitoring activities.

Mid-Point Progress Monitoring includes:

11. Advance Data (Informal and formal observation feedback)
12. Inquiry notes
13. Evidence of text study application

Part 6b. Complete in February 2015.

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 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:

14. 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.

15. 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 2 Statement of Practice (SOP) Addressed		HEDI Rating
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).	E
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.	E

Part 1b. Needs/Areas for Improvement:

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

17. 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.

Organize the school schedule in order to increase time for the support of individual teachers and teacher teams in planning lessons, refining units, strengthening teaching practices, building capacity and looking at student work for evidence of learning and gaps. Purposeful adjustments will continue to be made to narrow the gap between what the standards require and what students know and are able to do.

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 teachers will have grown at least one HEDI rating score as measured by the MOTP based on the individualized development plan created by administration.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> ○ Research-based instructional programs, professional development, and/or systems and structures needed to 			

<ul style="list-style-type: none"> ○ impact change ○ 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). ○ Strategies to increase parent involvement and engagement ○ Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> ○ Actionable feedback from formal and informal observations. 	Teachers	Sept. 2014- June 2015	Administration, Instructional Cabinet
<ul style="list-style-type: none"> ○ Use of <i>Danielson’s Implementing the Framework for Teaching in Enhancing Professional Development Practice</i>. 	Teachers	Sept. 2014- June 2015	Administration, Instructional Cabinet
<ul style="list-style-type: none"> ○ Additional supports (Inter-visitations across classrooms and other buildings) 	Teachers	Sept. 2014- June 2015	Administration, Instructional Cabinet
<ul style="list-style-type: none"> ○ Customized professional development 	Teachers	Sept. 2014- June 2015	Administration, Instructional Cabinet

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Research based articles to enhance teacher practice, Danielson’s <i>Enhancing Professional Practice</i>

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		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

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.				
Advanced data (on-going)				
Part 6b. Complete in February 2015 .				
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:

18. 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.

19. 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 6 Statement of Practice (SOP) Addressed		HEDI Rating
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.	E
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.	E
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.	E
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.	D

Part 1b. Needs/Areas for Improvement:

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

21. 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.

Continue to increase community ties through a more in depth focus on the establishment of *comprehensive set of practices and conditions* that embody our vision of a supportive, rigorous learning environment. Apply an increased focus on building strong partnerships with businesses and community based organizations .

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, we will provide increased access to 100% parents regarding school news as evidenced by using at least 3 forms of communication (email, website, memo, progress reports) to improve and increase parental involvement.

Part 3 – Action Plan

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

5. Strategies to increase parent involvement and engagement			
6. Activities that address the Capacity Framework element of Trust			
<ul style="list-style-type: none"> ○ Hold forums for parents to express needs, concerns and expectations. ○ Provide targeted parent workshops based upon parent surveys and parental communication with teachers and Administration. 	Parent Coordinator, all teaching staff, guidance counselors	Sept. 2014-June 2015	Administration, Instructional team, Parent Coordinator, teaching staff
<ul style="list-style-type: none"> ○ Provide parents with a monthly newsletter. ○ Provide parents with the School Calendar of events along with invitations for In-School celebrations. ○ Provide parents with an on-going Progress Report. 	Parent Coordinator, all teaching staff, guidance counselors	Sept. 2014-June 2015	Administration, Parent coordinator, all teaching staff and guidance counselors
<ul style="list-style-type: none"> ○ Update the school website regularly to provide parents with information regarding school events. 	Parent Coordinator, Administration, guidance counselors	Sept. 2014-June 2015	Administration, Parent Coordinator
<ul style="list-style-type: none"> ○ Create a “Parent Room” as a meeting area for collaboration and discussion. ○ Purchase parent workshop materials to continue to improve communication between parents and the school. ○ Purchase furniture to build and foster a welcoming environment. 	Administration, Parent Coordinator, School Aides,	Sept. 2014-June 2015	Administration, Parent Coordinator

Part 4 – Resources Needed

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

Furniture and décor to enhance our “Parent Room”, posters, printer, paper and translating services

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		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.

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.

- Parent Surveys
- Analyze attendance records for Parent Workshops
- Parent Feedback

Part 6b. Complete in February 2015.

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 6: Academic Intervention Services (AIS)
(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	N.Y. State Scores	Research Based CCSS Aligned materials ; close reading, the writing process, vocabulary	Small group instruction	During the school day
Mathematics	N.Y. State Scores	Research Based CCSS aligned materials; Problem-solving: reading for information	Small group instruction	During the school day
Science	N.Y. State scores	Research based materials	Small group	During the school day
Social Studies	Assessment of student work, analysis of genre based material	Research based CCSS aligned materials	Small group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	N.Y. State Scores, current assessments,	Research Based CCSS aligned approaches	Small group/one- to - one	During the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Monthly individualized professional development for staff in Literacy and Math Provide research based common core aligned materials Accommodate schedule of time to assess instruction using the Tri-State Rubric Increase focus of Instructional shifts in ELA and Math and Danielson Teacher Effectiveness

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).
Provide individualized support Conduct one on one conferences Modeling Provide research based common core aligned materials Accommodate modified scheduling for workshops, inter-visitations

Part 3: TA Schools Only

3a. Use of Program Resources

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

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).

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.).

- Increase the school-family connection
- Conduct parent workshops to ensure the potential of each child as well as the child’s readiness for transition is identified and met.
- Collaborate and discuss data to assess students’ readiness.
- Increase collaboration

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.

- Collaboration, assess content, acquisition of resources, inter-visitations and community based support with other schools.

4c. “Conceptual” Consolidation of Funds in SWP Schools

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	333,036		
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	83,547		
Title II, Part A	Federal	35,577		
Title III, Part A	Federal	11,200		
Title III, Immigrant	Federal	1,923,454		
Tax Levy (FSF)	Local			

¹Explanation/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:

22. 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.
23. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

24. **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).
25. **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.
26. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
27. **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 K 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.
28. **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.
29. **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:

30. **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.

31. **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.
32. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
33. **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.

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

and this Compact;

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

III. Student Responsibilities:

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



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<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: P.S. 269 Nostrand school	DBN: 22k269
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 checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 48
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input 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: 3
of certified ESL/Bilingual teachers: 1
of content area teachers: 2

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:

The rationale for our Title III Extended Day Program is to improve literacy skills and language development of our English Language Learners. English Language Learners in our school grades 3-5 will be invited to attend the program. The program design will consist of two groups as follows: Beginners in one group and Intermediate and Advanced students in the second group. Each group will consist of students across the grades. The program will begin December 15, 2014 and end April 2, 2015. All students will meet Mondays through Thursdays from 7:10 - 8:10 am. Beginners will meet four sessions a week for a total of 53 sessions over the course of the program. Intermediate students will meet four sessions a week for a total of 53 sessions over the course of the program. Advanced students will meet four sessions a week for a total of 53 sessions over the course of the program.

The goal of the program is to provide extra support for ELLs in language development. Language development will be taught using staff developed thematic ELA units aligned with the Common Core and scaffolded for each level of proficiency. In addition, the units will include language objectives from purchased NYSESLAT preparation materials, such as "Getting Ready for the NYSESLAT" by Attanasio and Associates, Inc. and will target the four modalities of ESL -- listening, speaking, reading and writing. For our Beginner students, we will also purchase the online leveled reading program Reading A-Z as a resource for developing the four modalities of ESL around leveled content.

The teachers will scaffold instruction to address the individual needs of the students. The program will be conducted in English. There will be one ESL NY Licensed Teacher and two common branch teachers providing instruction. The ESL teacher will co-teach and co-plan with each of the Common Branch teachers. The ESL teacher will spend thirty out of sixty minutes integrating ESL methodologies with content instruction with each of the two groups. All three teachers will share data and pacing through google docs.

Part C: Professional Development

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

- rationale
- teachers to receive training
- schedule and duration

Part C: Professional Development

- topics to be covered
- name of provider

Begin description here:

Topic 1: Insuring Equal Opportunities for English Language Learners

Rationale: To review the rationale, systems, and resources used.

Date: December 12, 2014

Time: 7:10 am - 8:10 am

Name of Provider: Mr. Povloski

Audience: Ms. Wasiak, Ms. Murnieks

Topic 2: Scaffolding for English Language Learners - Part One

Rationale: To provide an overview of scaffolding methodologies for intergrated instruction in all modalities of English as a Second Language - Speaking, Listening, Reading and Writing

Date: December 19, 2014

Time: 7:10 am - 8:10 am

Name of Provider: Mr. Povloski

Audience: Ms. Wasiak, Ms. Murnieks

Topic 3: Using Data to Inform Instruction Part One

Rationale: To assess the successes of implemented scaffolding strategies

Date: January 16, 2015

Time: 7:10 am - 8:10 am

Name of Provider: Mr. Povloski

Audience: Ms. Wasiak, Ms. Murnieks

Topic 4: Scaffolding for English Language Learners - Part Two

Rationale: To implement scaffolding of language instruction based on ESL levels of proficiency.

Date: January 30, 2015

Time: 7:10 am - 8:10 am

Name of Provider: Mr. Povloski

Audience: Ms. Wasiak, Ms. Murnieks

Topic 5: Using Data to Inform Instruction - Part Two

Rationale: To assess the successes of implemented scaffolding stragies based on ESL level of proficiency

Date: February 13, 2015

Time: 7:10 am - 8:10 am

Name of Provider: Mr. Povloski

Audience: Ms. Wasiak, Ms. Murnieks

Topic 6: Teaching Content Area Vocabulary to English Language Learners - Part One

Rationale: To demonstrate the difference between social and academic language proficiency with the use of three tiers of vocabulary

Date: March 6, 2015

Time: 7:10 am - 8:10 am

Part C: Professional Development

Name of Provider: Mr. Povloski

Audience: Ms. Wasiak, Ms. Murnieks

Topic 7: Teaching Content Area Vocabulary to English Language Learners - Part Two

Rationale: To scaffold teaching Tier II and Tier III Vocabulary to classrooms with mixed language proficiency groups of English Language Learners

Date: March 13, 2015

Time: 7:10 - 8:10

Name of Provider: Mr. Povloski

Audience: Ms. Wasiak, Ms. Murnieks

Topic 8: Using Data to Inform Instruction - Part Three

Rationale: To assess the success of implementing tiered vocabulary instruction with mixed language proficiency groups of English Language Learners

Date: April 3, 2015

Time: 7:10 - 8:10

Name of Provider: Mr. Povloski

Audience: Ms. Wasiak, Ms. Murnieks

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:

Topic 1: Introduction to Title III Supplemental Program for English Language Learners

Rationale: To provide parents with an understanding of the rationale, systems and resources used

Date: December 19, 2014

Time: 5 pm – 7 pm

Name of Provider: Mr. Povloski

Audience: Parents

Topic 2: Practicing the Speaking Modality at Home

Part D: Parental Engagement Activities

Rationale: ESL students at different levels of language proficiency can practice speaking with parents about various topics in both native language and English.

Date: January 23, 2015

Time: 5 pm – 7 pm

Name of Provider: Mr. Povloski

Audience: Parents

Topic 3: Practicing Reading and Writing modalities at Home

Rationale: ESL students at different levels of language proficiency can practice reading and writing with parents using both native language and English.

Date: February 27, 2015

Time: 5 pm – 7 pm

Name of Provider: Mr. Povloski

Audience: Parents

Topic 4: Practicing the Listening Modality at Home

Rationale: ESL students at different levels of language proficiency can practice listening skills by responding with speaking and writing at home in both native language and English.

Date: March 27, 2015

Time: 5 pm – 7 pm

Name of Provider: Mr. Povloski

Audience: Parents

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
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Part E: Budget

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

Allocation Amount: \$ _____

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 22	Borough Brooklyn	School Number 269
School Name P.S. 269 Nostrand		

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 Jazmine Santiago	Assistant Principal type here
Coach Christine Kenny	Coach Clarissa Cigliano
ESL Teacher Margaret Fico, Jason Povloski	Guidance Counselor Sonia Christie, Sophia Triant
Teacher/Subject Area Michael Razza, AIS	Parent Ms. Carty
Teacher/Subject Area Jennifer Grillo, Science	Parent Coordinator Desiree Oakley
Related Service Provider Davida Shapiro	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	397	Total number of ELLs	56	ELLs as share of total student population (%)	14.11%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	56	Newcomers (ELLs receiving service 0-3 years)	41	ELL Students with Disabilities	12
SIFE	0	ELLs receiving service 4-6 years	15	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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		
TBE	0	0	0		0			0			0
Dual Language											0
ESL	41	0	4	15		11	0				56

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	41	0	4	15	0	11	0	0	0	56
Number of ELLs who have an alternate placement paraprofessional: <u>0</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
Arabic														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish				3	1	3								7
Chinese														0
Russian														0
Bengali				1										1
Urdu				1										1
Arabic				1		1								2
Haitian				18	5	20								43
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other						2								2
TOTAL	0	0	0	24	6	26	0	56						

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)				9	0	15								24
Intermediate(I)				7	1	5								13
Advanced (A)				8	5	6								19
Total	0	0	0	24	6	26	0	56						

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1				1
4	4	1	0	0	5
5	16	0	0	0	16
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	0	0	1	0	0	0	0	0	1
4	0	0	3	0	0	0	0	0	3
5	22	0	0	0	0	0	0	0	22
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	16	0	5	0	1	0	0	0	22
8									0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
P.S. 269 uses the Fountas and Pinnell program to assess early literacy skills of its ELLs. Data from running records and the comprehension component places most of our ELLs one to three grades below appropriate grade level. In the third grade, all ELL students are below grade level. In the fourth grade, all ELL students are also below grade level in literacy. In the fifth grade, three

students out of twenty three are at grade level in terms of literacy. Thus, only 5.3% of the entire ELL population is at grade level for literacy.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
In the third grade, students showed least growth and scored the lowest in writing, followed by reading comprehension. They scored higher in listening and did best in the speaking modality. In the fourth grade, the vast majority of the students also showed least growth and scored the lowest in writing, followed by reading comprehension. Likewise, they scored higher in listening and did best in the speaking modality. The same pattern can be observed in the fifth grade. Students showed least growth and scored the lowest in writing, followed by reading comprehension. They scored higher in listening did best in the speaking modality.
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 [AMAQO tool](#))

The 2013 NYSESLAT combined modality sets analysis has not been released from SED as of 12/6/13.

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. There are patterns across proficiencies and grades. The vast majority of ELL students struggle with reading comprehension and writing on both NYSESLAT and ELA. This poorly affects their performance on all standardized grades. Most of our ELL students speak a native language, but lack the academic vocabulary. Thus, they prefer to take tests in English as its academic component is more familiar to them.
 - b. The school uses results of the ELL Periodic Assessments to measure growth from NYSESLAT and LAB-R results.
 - c. Data from the periodic assessments show that students need more targeted instruction in reading and writing with a special emphasis on graphic organizers and sentence stems.
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](#).)

P.S. 269 uses data to guide instruction for the ELLs within the RtI framework by following the four action steps: Universal Screening, Strong Core Instruction, Intensive Tailored Instruction, and Progress Monitoring. As part of Universal Screening, the school uses data from the Home Language Surveys to take note of information that could affect students' English learning process, such as degree of proficiency in English and native language, prior schooling experiences, and details about how each language was taught. Scores on the LABR and the NYSESLAT also indicate measure of growth and areas of need. These are taken into consideration when grouping students based on proficiency levels and other needs. In addition, students are assessed in the beginning of the year to determine their grade level equivalencies. This also helps determine student groups in terms of the type and span of intervention and how to modify Tier I instruction in a way that maintains the grade level content yet utilizes ESL strategies to teach.

The school is committed to delivering strong core (Tier I) instruction to its ELL population. The experience of learning and teaching is mutual in the classroom. Students and teachers jointly construct knowledge around rigorous academic content. In addition, language development takes place in the context of purposeful and deliberate conversation between teachers and students throughout each content area. Lessons are meaningful and enriching as they draw and build on students' schema.

ELLs who do not show sufficient progress on the skills and competencies measured are provided with Tier 2 Intervention in small groups. These take place in the classroom with the classroom teacher and ESL teacher collaborating to design an efficient schedule for groups based on their needs and follow a problem-solving system of progress monitoring to measure to measure effectiveness of this type of intervention and methodologies used. Students across the grades are grouped by grade level proficiency in the content areas and meet as small groups during extended day. Another tool, which the school uses for Tier 2 intervention is the i-Ready program, which helps to screen, place, and monitor progress in Tier 2.

Students who do not show sufficient progress on the skills and competencies taught in small groups, are provided with Tier 3 Intervention, which caters to the individual needs of each student assigned to the tier. Students in this tier are serviced both by classroom and ESL teachers, but can also meet with related services providers as per need.

P.S. 269 uses data such as running records, embedded and culminating tasks, and informal data from observations all three tiers in small groups to monitor progress. Those students who do not show sufficient progress in either tier may be considered for referrals to special education.

6. How do you make sure that a child's second language development is considered in instructional decisions?
Instruction for ELLs at P.S. 269 is geared towards students acquisition of language in the context of learning content while using students' cultural and native language schema. All content area teachers with children's second language development in mind. They include language objectives in every lesson and tier 2 and tier 3 intervention.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The school uses a number of tools to evaluate success of the program for ELLs. As part of RtI, we constantly monitor progress throughout all tiers of intervention. In addition, we study the school report card and progress report to take note of areas specific to ESL that show changes in performance and areas of need. Also, the school uses data from AYP to ascertain whether goals for students were met. The NYSESLAT scores by modality help us track growth of students from year to year.

Part IV: ELL Identification Process

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

- Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
When a new student is admitted without a history of enrollment in New York State, he is administered the HLIS survey and an informal interview in English and native language. The staff members usually involved in the process are ESL teachers Mr. Povloski and Ms. Fico, but also administrators and teachers who are trained in the ESL identification process. They are Principal Santiago, Mr. Razza, Ms. Kenny and Mr. Blum. Creole and Spanish-speaking staff members help translate during the process, which includes filling out forms and conducting interviews with families. Depending on how the new students' parents respond in the HLIS and the informatl interview, the student may be scheduled to take the LAB-R. Based on the raw score, students may either be found ineligible for placement in an ELL program, or is assigned a level and placed in an appropriate class. Students who speak Spanish are also administered the Spanish LAB. A Spanish speaking staff member administers the test with an ESL teacher present to insure compliance.
- 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.
In order for parents to understand all three program choices, parents are informed that their child qualifies to receive ELL services based on a score on the LABR. They are invited to attend an orientation within eight days of their children's enrollment where they are shown the informational video in their language of choice and addressed by an ESL teacher with help from a translator if needed. The presenter stresses that all three options are available in the Department of Education to avoid influencing parents' choice. After the parents specify their choices, they are given a letter to confirm that their child was placed in a program. The program choice forms of parents who chose TBE or Dual Language, or who miss the orientation and are placed in TBE by default are scanned and emailed to await placement. When parents do not show up for the orientation, the school calls the home to remind parents of the iportance of attending and uses DOE translation when necessary. For Haitian Creole and Spanish, native speaking staff members help with outreach and translation. When TBE or Dual Language Programs become available, parents are invited for an orienatation where relevant information about placement and locationis shared with them with translation services provided as needed. The school attempts communication two more times if the parents are not available.
- 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 [\[see tool kit\]](#).)
ESL teachers Mr. Povloski and Ms. Fico distribute entitlement letters to ELLs and pick up the letters from the students within the next

few days. Those parents who do not return the forms are sent additional notices or are called home until the forms are returned by the students. Parent Survey and Program Selection Forms are stored in the ESL office in a binder marked ESL Parents Documentation.

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.
Students are placed in the appropriate program based on parents' program selection. Placement notifications to parents are handed out to the students in English and native language with tear-off slips for parents to acknowledge. Students return tear-off slips. Classroom teachers collect them and return to the ESL teachers Mr. Povloski and Ms. Fico. The tear-offs are attached to the copies of the original placement letters and stored in the ESL office in a binder marked ESL Parents Documentation. Those who have chosen ESL and whose children do require a special education setting are generally placed in the class which contains general education ELLs in that grade. ESL teachers Mr. Povloski and Ms. Fico provide information about parents' choices to the Pupil Accounting Secretary to enter into the ATS in the ELSPC screen. Students whose parents choose programs other than ESL are placed in ESL classrooms while awaiting placement from the DOE. When TBE or Dual Language Programs become available, parents are invited for an orientation with letters in English and native language where relevant information about placement and location is shared with them with in-house translation services provided as needed.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
To ensure that all ESL students take the NYSESLAT, ESL teachers Ms. Fico and Mr. Povloski print out the latest RLAT report with all the ESL students in the school and check with Pupil Accounting secretary to make sure no new students were admitted since the report was last updated. Those students who were admitted after NYSESLAT preprinted grids were mailed to the school, get manually filled out answer documents where the ESL teachers complete the biographical information. ESL teachers submit a schedule of testing to the administration to avoid scheduling conflicts. General Education and Special Education ESL students are tested separately by grade within the window provided for each set of modalities as early as possible. During testing, proctors take attendance to determine the names and numbers of absent students. Those students who are absent are given a make-up test by a non-ESL teacher who is trained in NYSESLAT testing as soon as the absentees return to school. If the student is absent more than one day after his or her group took the test, the ESL teachers contact the parents with translation as needed to inform them that missing the NYSESLAT will prevent the school from accurately determining the child's proficiency level in ESL. Administration of the test is scheduled in relation to the deadlines for administration and scoring and number of general education and special education classes with ELLs. Administration of the test takes place in accordance to rules about who may administer and score the test. Students are provided a quiet space to take the test. The test locations are marked to avoid interruptions. No two modalities of the test are administered in a single day.
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. 
Over the past two years, most parents select the ESL program in the school and a small number chooses Bilingual or Dual Language programs. The school monitors trends in parent choice by storing all parent choice forms in the ESL office in the ESL Parents binder to keep track of how many parents prefer programs other than Freestanding English as a Second Language. The information for each incoming ESL student is entered into the binder to continue tracking parents' choices at the school. At this time, the school is waiting to get the minimum number of students in two contiguous grades whose parents are interested in forming a Bilingual class.

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])?

The organizational model of ESL instructional is mostly push-in as ESL teachers also serve as ESL clusters a few periods a week. Classes follow a block model with heterogenous grouping in each class.

Instruction for ELLs is delivered in accordance with the guidelines outlined in The Practitioner's Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs. The leadership of the school is firmly committed to ensuring that ELLs receive grade level content instruction that is scaffolded with ESL strategies to their individual points of entry towards college and career readiness. To achieve this, ESL teachers and teachers working with ELLs constantly monitor student progress using formal and frequent informal assessments based on daily observations to form target groups and modify instruction. To maximize sensitivity to the needs of ELLs, ESL teachers meet with their colleagues to analyze data and plan. The schedule meets the needs of all stakeholders to collaborate on planning lessons and forming groups. Throughout these meetings, ESL teachers stress the importance of direct language instruction in the context of grade level content in alignment with Common Core. Furthermore, ESL teachers and teachers working with ESL students attend workshops to improve their effectiveness in teaching ELLs. Finally, administrators and teachers work with the parent coordinator to establish a culture of mutual regard for student achievement between parents and the school.

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)?

This year, P.S. 269 has two ESL teachers on staff. Together, they meet the mandated minutes for students in each level of proficiency. Beginner and Intermediate students receive 360 minutes of ESL instruction each week. Advanced students receive 180 minutes of instruction each week. ESL teachers use guided small group instruction to meet and monitor all ESL students.

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.

P.S. 269 is committed to delivering grade level content instruction using ESL methodologies for scaffolding language instruction. These methodologies include the use of technology and visuals, teaching vocabulary explicitly through content, total physical response in both teachers and students, breaking down "juicy" sentences, and teaching to the language needs of the students. Curriculum in the school is mapped in accordance with CCLS. For ELA and Writing, ESL teachers modify the Ready Gen Literacy Program in the context of CCLS-based curriculum maps. Each lesson plan contains CCLS standards to match instruction with CCLS. For Math, ESL teachers modify the Go Math program in the context of CCLS-based curriculum maps. Each lesson plan contains CCLS standards to match instruction with CCLS.

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

Throughout the year, ELLs have opportunities to converse with native language speaking adults. These include paraprofessionals in the school, the school psychologists, and social worker. These staff members are encouraged to maintain a supportive relationship with the students as mediators of sorts between classroom and ESL teachers and ELLs. Through their interaction, ESL teachers and classroom teachers obtain information about students' social and academic proficiency in the native language, as well as reading

comprehension in the native language. Students also have opportunities to read in their native language and respond in English to assess their comprehension and literacy in the native language.

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

ESL instruction at P.S. 269 includes all four modalities of English acquisition in any given lesson. Formal and frequent informal assessments include speaking, listening, reading comprehension and writing components in a holistic approach to both assessing in general, specifically assessing progress in language acquisition.

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. P.S. 269 currently does not have a subgroup of SIFE students. However, the school is ready to implement ESL strategies with native language support from native speaking staff using the Rtl model as entry-point appropriate interventions.

b. ELLs identified as newcomers include a wide range of students who vary from recent arrivals with no English language skills to children who have become acclimated to their new cultural and academic environment over some years. ELLs at the beginning of this range usually receive instruction and support in addressing basic conversational needs and decoding. In addition, they are introduced to key academic vocabulary and as their conversational skills improve, exposure to academic language increases as well. ELLs at the end of this range usually score at the Intermediate level of proficiency. They require help with developing complexity in their use and comprehension of language including Tier II and III words and sentences with longer modifiers and dependent clauses.

c. ELLs who have been receiving services 4 to 6 years range from students who fall in proximity to the end of the "newcomer" range receive similar strategies. ELLs at the middle of the 4-6 year range are often long-term Advanced students who need support in the reading comprehension modality with a strong emphasis on organized and well-structured writing. Some students at the end of this range also require instruction with these strategies, but many also share the same needs as d. long-term ELLs. Often, long-term ELLs require an instructional approach which combines ESL with related services. In such cases, ESL scaffolding aims to meet students' other instructional needs.

d. At P.S. 269, most long-term ELLs are students with IEPs. ESL teachers collaborate with classroom teachers and related services providers to determine needs and strategies for these students. Specifically, long-term ELLs have the social language proficiency of a native speaker, but have difficulties engaging in academic activities. To differentiate for them, ESL teachers focus on Tier 2 and Tier 3 vocabulary words as they teach content to build up their fluency at the level grade-level content as it pertains to CCLS and standardized testing.

e. Depending on their individual needs, former ELLs are given special consideration during instruction and assessment, such as longer time to complete assignments, use of graphic organizers to plan instruction, and all the ESL scaffolding afforded to current ELLs.

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?

For students who are ELL-SWD, ESL teachers work with their colleagues in Special Education to determine objectives that are challenging yet meet students at their levels of proximal development. Strategies for teaching language in terms of content to ELL-SWD include, but not are not limited to: explicitly teaching tier II and III vocabulary in accordance with students' needs as per their IEP, and then rewording difficult questions or phrase using key academic vocabulary; providing native language support; breaking work into small pieces; pairing ELLs-SWDs with a more advanced student of a similar native language background.

Paste response to question here:

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?

To meet the needs of ELL-SWDs, P.S. 269 employs flexibility to teach ELL-SWDs in a least restrictive environment. Thus, depending on their needs, some ELL-SWDs are pulled out of their regular classrooms into a majority ELL class at the same grade level during ESL instruction. This exposes ELL-SWDs to students who may be more advanced and helpful to the ELL-SWDs.

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

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

Native Language Arts:				
Social Studies:				
Math:				
Science:				

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

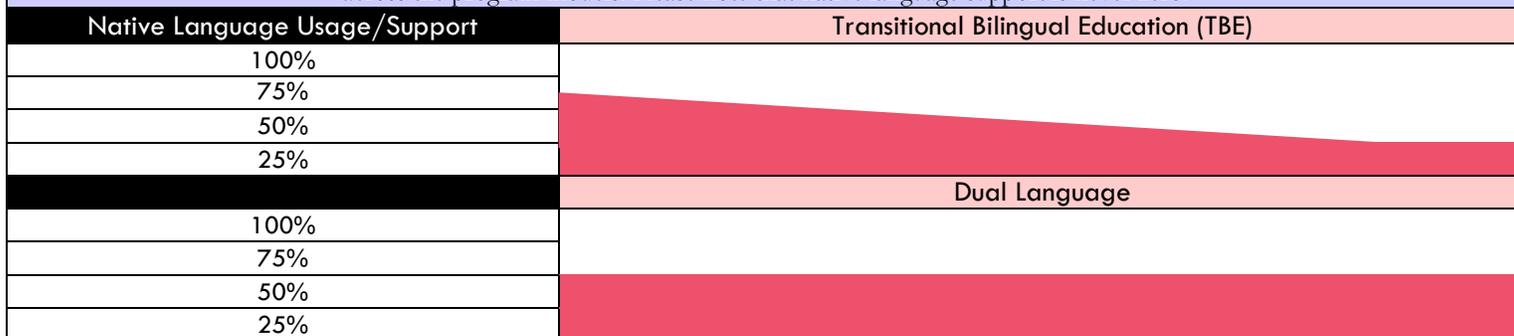
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
P.S. 269 uses its Extended-Day program for targeted intervention of ELLs in ELA and Math. Students are organized in small groups by their language and literacy proficiency as one type of intervention and by their needs in math as another intervention. Instruction during intervention alternatives between two weeks on literacy and two weeks on math each month. To cover the entire spectrum of levels, non-ESL teachers also take groups of ELLs for explicit targeted instruction. In addition to Extended Day, P.S. 269 uses the i-Ready program to target students based on their individual needs in the reading modality of language acquisition. Finally, teachers use RtI to target groups of students based on their demonstrated needs. In Science, Ms. Fico pushes into the Science classes taught by Ms. Grillo. Ms. Fico works with the ELLs in those classes by modifying instruction in terms of ESL methodologies. She uses the principles of RtI to meet the needs of various ELL subgroups in Science.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
The current ESL program continues from last year during which the administration of the school introduced the push-in model, which replaced pull-out after many years at P.S. 269. This model ensures a solid level of ELL engagement in language instruction by way of content. This year, more non-ESL certified teachers are becoming exposed to ESL methodologies and training, thus building a core of teachers who are sensitive to the needs of ELLs. As evident in the results of the 2012-2013 NYSESLAT, the vast majority of ELLs ascended to the next level of ESL proficiency. About 15% scored proficient. This year, P.S. 264 also employs targeted intervention for different sub-groups, which should further improve the ELLs' performance at the end of the year.
11. What new programs or improvements will be considered for the upcoming school year?
Currently, the school is evaluating the effectiveness of ESL instruction for long-term ELL-SWDs in order to plan new programs and improvements for next year.
12. What programs/services for ELLs will be discontinued and why?
At this time, the ESL program at P.S. 269 is very new and all the current improvements have been shown to make a difference. They will be continued in the following years.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
In order for ELLs to have equal access to all school programs, parents are notified in both English and native language of the benefits of various school programs. P.S. 69 is the setting for the BEACON and CAMBA programs, but also has a Title III after-school program for ELLs, which the vast majority joins.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
Technology is the main component for supporting ELLs. Smart Boards are used extensively throughout the school to afford students immediate access to visuals, oral delivery of information, and graphic organization. In addition, ESL classrooms use NYSESLAT materials to scaffold and frame instruction for ELLs.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
P.S. 269 only has the push-in model of ESL. To support ELLs in their native language, paraprofessionals are used for students with no English language skills. ESL teachers and non-ESL teachers of ELLs use basic native language words and native cultural schema to scaffold language and content instruction. In addition, students use English-Native Language dictionaries and have access to native language books in the class.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
P.S. 269 bases its curriculum on Common Core Standards for each grade level. The Ready Gen literacy program generally corresponds to the content and skills standards outlined in Common Core. For students whose age and grade levels differ, teachers scaffold grade-level content upwards to the students' level of social awareness.
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.
ELL students who enroll at the beginning of the school year join CAMBA and BEACON programs during the summer. There, they become exposed to their new setting and pair up with other native speakers who are at higher levels of proficiency in English. During the school year, new ELLs are offered intervention in basic language skills and decoding during extended and Title III after-school program.
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)?

C. Professional Development and Support for School Staff

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

1. The following teachers teach ELL students at P.S. 269: Mr. Povloski, Ms. Fico, Ms. Charles, Ms. Ilahi, Ms. Lopes, Ms. Dini, and Ms. Herod. On the second and last Friday of every month, these teachers meet to discuss research-based strategies for teaching various subgroups of ELLs. Strategies include such areas as explicitly teaching vocabulary, scaffolding to the students' language proficiency levels, and using components of native language instruction such as cognates and native cultural schema. The school also sends ELL teachers to professional developments in these areas as they become available through the Department of Education. The professional development goal for paraprofessionals this year is to train them in close reading so that they better assist their mandated students and small groups of students in guided reading. Paraprofessionals receive close and guided reading training on the days when students are out of the school building. The pupil accounting secretary attends workshops on using the ATS to input and update data for ELLs as soon as these workshops become available through the DOE. The parent coordinator attends professional development and training in how to best support parents of ELLs in terms of translation, provision of resources and information, and familiarity with the school system as they become available through the DOE.

2. In addition to attending professional development in the above areas, teachers of ELLs at P.S. 269 work with network support personnel for ESL and Special Education to meet the needs of these groups as per Common Core Learning Standards.

3. The administration provides staff with professional development on how to bridge Common Core Learning Standards ESL objectives not just as they pertain to grade levels at this school, but on to junior high school and high school. This allows teachers of ELLs in all grades to scaffold instruction upwards to content and skills demanded in the following years. Guided Counselors educate staff about the changes that students go through as they transition from fifth grade to junior high school specifically as it may pertain to immigrant students and ELLs.

4. P.S. 269 sends its teachers to workshops and training in Tier 2 and Tier 3 vocabulary, U.D.L., and offers in-house training as per need. So far, teachers received training in modifying curriculum for the ELLs, doing data analysis on subgroups, and creating a room environment that supports learning. Records for all professional development and workshops are maintained in the main office in the binder labeled Professional Development.

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. Parents are invited to attend meeting with ESL teachers and non-ESL teachers of ELLs throughout the year to share progress and concerns both at school and at home. In addition, the school invites parents to workshops on the following topics: learning about middle school, how to fill out the middle school application, how to help children succeed, how to help children with their homework, and what changes parents would like to see in the school. Parents are invited to attend these meetings through letters written in both English and native languages. Staff members who speak native languages assist with translation for parents during meetings.
 2. P.S. 269 partners with CAMBA to provide services to ELL parents. CAMBA works to build a community of parents to which they include and invite parents of ELLs. Camba's philosophy is that when the school and the community become one, children are more rooted in their education and perform better in school. Camba provides various sorts of activiteis for ELL parents, such as cooking, music, and theater where parents and students work together with staff on a common task.
 3. The school evaluates the needs of the parents both formally through surveys and questionnaires and informally through conversations between school personnel and teachers. The parent coordinator Ms. Oakley takes the lead role in ascertaining the needs of the parents. The parent coordinator is the mediator between administration and parents. She keeps parents informed about policies in the school and in the Department of Education. She provides an open and welcoming environment for parents to visit and join. Ms. Oakley partners with native speaking staff and parents to translate when needed.
 4. P.S. 269 works with a committee of parents on behalf of school's parents to address such needs as scheduling, instructional needs of the students, and creating a community that works hand in hand with our school.

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 addition to the professional development and workshops described throughout this document, school counselors receive training about level-appropriate ways to scaffold topics about behavior, social emotional development, and transitions to junior high school for ELLs.

Part VI: LAP Assurances

School Name: <u>P.S. 269 Nostrand</u>		School DBN: <u>22K269</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jazmine Santiago	Principal		12/13/13
	Assistant Principal		12/13/13
Desiree Oakley	Parent Coordinator		12/13/13
Jason Povloski, Margaret Fico	ESL Teacher		12/13/13
Ms. Carty	Parent		12/13/13
Michael Razza, AIS	Teacher/Subject Area		12/13/13
Jennifer Grillo, Science	Teacher/Subject Area		12/13/13
Clarissa Cigliano, ELA	Coach		12/13/13
Christine Kenny, Math	Coach		12/13/13
Sophia Triant, Sonia Christie	Guidance Counselor		12/13/13
	Network Leader		12/13/13
	Other _____		12/13/13
	Other _____		12/13/13
	Other _____		12/13/13

	Other _____		12/13/13
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LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: Nati22 School Name: P.S. 269 The Nostrand School

Cluster: 6 Network: 605

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

Part A: Needs Assessment Findings

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

The data and methodologies used to assess P.S. 269 written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand includes Home Language Identification Surveys, Interim Surveys, Yearly Surveys, parent teacher conferences, parent orientations for parents of ESL students, and inhouse staff that speak the following native languages: Hatian Creole, French, and Spanish.

The ESL teacher keeps a record of the parents' preferred language of communication. Parents receive letters home both in English and the native language based on their preferences. There is also a list in the School Aides' Office for mass distributions. Signs are posted in our school in the languages used by the parents. These indicate that translations are available for parents.

The Parent Guide is also distributed to every new parent at our Orientation in their language.

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

The major findings of P.S. 269 written translation and oral interpretation needs are as follows: Interpretations at school are provided by our own staff. P.S. 269 provides translation at workshops, PA meetings, Parent Teacher Conferences and whenever necessary. The Parent Coordinator directs interested parents to the appropriate person on our Translation Team. Sixteen of the families in P.S. 269 speak Spanish. Two of the families speak Chinese. Three families speak Arabic. One family speaks Bangla. Three families speak Urdu. One hundred twenty three families speak Creole. Two hundred forty three families speak English.

Part B: Strategies and Activities

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

The written translation services which P.S. 269 provides include inhouse staff, use of Translation Service Unit, and Title I money to provide translations. School aides keep a list of all parents that require translations for distributions. The ESL teacher has the list as well and updates it as new students are enrolled. When there is a difficulty in locating a translated version of a letter on the NYC DOE website, the school employs a member of the Translation Team who translates the letter within two days. The letters are then submitted to the school aides for copies and distribution. The procedure begins with the need to distribute materials to parents. For Chinese, Arabic, and Banlga, the person determining that a resource should be distributed to parents contracts the Translation Service Unit and sends them the resource to translate into these languages. For Spanish, Urdu and Creole, the same individual contacts native speaking staff members at the school. To insure timely distribution of materials, translators are contacted a few days prior to the original being ready. When the translations are made, aides make copies based on the number of parents for each language. Documents such as safety plans, interpretation notice signs and Parents' Bill of Rights are translated and distributed the same way. The parent coordinator orders Parents' Bill of Rights in the languages necessary for the school. She also submits interpretation notice signs for translation to the Translation Service Unit for Chinese, Bangla, and Arabic, and to in-house staff for Urdu, Spanish and Creole. The school safety plan is submitted for translation by the designated person on the Safety Committee using in-house translators for Spanish and Creole, and Translation Service Unit for Chinese, Bangla, and Arabic. Sending school letters to parents follows the same process. Topics for letters to parents include change of schedule, parent teacher conferences, vacation days, application to middle school deadlines, invitation to CAMBA, and others. The copy office has the distribution of languages in each class. When the materials are translated and copied, each teacher is invited to send down a student to the copy office to pick up the materials. The classroom teacher hands out the materials. Each student gets an English copy and a translated oriignal in the native language as per need.

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

Oral translations at school are provided by our own staff for Urdu, Creole, and Spanish. Oral translations in Arabic, Chinese, and Bangla are provided through the Translation Service Unit. P.S. 269 provides translation at workshops, PA meetings, Parent Teacher Conferences and whenever necessary. The Parent Coordinator directs interested parents to the appropriate person on our Translation Team. A few days prior to an event requiring translations, the parent coordinator informs the appropriate member of the translation team and puts in for a translator with the Translation Service Unit. This allows ample time to ensure that translation services are provided.

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 ESL teacher at P.S. 269 reviews the Home Language Survey to determine the primary language spoken at home within 10 days of a student's enrollment. If the parent indicates a language other than English, we provide the parent with translated materials to communicate with the school. We also ensure that the parent has the phone number of the Parent Coordinator. In addition, we ensure timely provision of interpretation services at all meetings and workshops.

In September, newly arrived parents of ELL students attend an Orientation Meeting in English as well as in their native language. In the orientation an explanation of the different program options that are available to them are highlighted. A Parent Survey and Selection Form are carefully reviewed in order to assist them in making an informed decision pertaining to which program they would like to choose for their child. We also show the video in their language. A translator is also present at the orientation to assist parents in the languages required. Parents are free to ask as many questions as necessary. Parents are afforded the opportunity to make a choice, once again, at the beginning of the school year when they are given the Continued Entitlement Letters for the coming year. Parents attend school workshops during the school year about ELA, Math, and the NYSESLAT. These workshops are conducted in English with a translator from our team present. All correspondence that has critical information regarding their child's education is translated into the native language as well. If the parents require oral translations then they can request it either at our office or through the Parent Coordinator. She will direct the family to the appropriate person from our translation team. As stated in Part A, Question 1: all of the required translation signs are posted at the entrance to our school stating that translations are available at this school in the various languages.