

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

DBN: (i.e. 01M001):

31R069

School Name:

DANIEL D. TOMPKINS

Principal:

DOREEN E. MURPHY

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Elementary School Number (DBN): 31R069
School Type: Elementary Grades Served: Pre K – 5th Grade
School Address: 144 Keating Place
Phone Number: 718-698-6661 Fax: 718-698-1903
School Contact Person: Doreen E. Murphy Email Address: DMurphy2@schools.nyc.gov
Principal: Doreen E. Murphy
UFT Chapter Leader: Lori Grunsfeld & Stacy Sweet
Parents' Association President: Meital Karov
SLT Chairperson: Allison O'Donnell
Student Representative(s): N/A

District Information

District: 31 Superintendent: Anthony Lodico
Superintendent's Office Address: 750 Ocean Terrace
Superintendent's Email Address: ALodico@schools.nyc.gov
Phone Number: 718-420-5657 Fax: 718-420-5677

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Debra Maldonado
Network Number: 533 Network Leader: Nancy Ramos

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|--------------------|---|-------------------------|
| Doreen E. Murphy | *Principal or Designee | |
| Lori Grunsfeld | *UFT Chapter Leader or Designee | |
| Meital Karov | *PA/PTA President or Designated Co-President | |
| | DC 37 Representative, if applicable | |
| | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| | CBO Representative, if applicable | |
| Allison O'Donnell | Member/ Assistant Principal | |
| Marc Cucchia | Member/ Teacher | |
| Stacy Sweet | Member/ UFT Chapter Leader or Designee | |
| Sharon Wirick | Member/ Parent | |
| Melissa Walfish | Member/ Parent | |
| Christine Russello | Member/ Parent | |
| Theresa Wong | Member/ Parent | |
| | Member/ | |

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

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

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

The Capacity Framework and CEP Development

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



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

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

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

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

The Quality Review and the Capacity Framework

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

Public School 69's Mission Statement

The P.S. 69 Community works as a team to ensure the academic and social success of our students. We believe in nurturing the gifts and talents that each child possesses as they journey through elementary school. Child-centered learning environments promote academic rigor as well as a sense of individuality to address the needs of our diverse learners. All children are encouraged to meet their goals each and every day as they become "Anchored in Excellence."

Public School 69's Instructional Goal for 2014-2015

By June 2015, all staff and students of P.s. 69 will utilize higher order thinking questions that promote formulating hypotheses, making connections, and the use of discovery based learning which will lead to rich accountable talk discussions across all disciplines. This will be measured by teacher and student performance in relation to the Danielson Framework for Teaching 3b.

Demographics

5% ELL
20% Special Education
46% Free Lunch

3.28 Black
20.53 Hispanic
59.15 White
14.71 Asian
0.53 American Indian
1.80 Other

The Public School 69 School Community serves a diverse population of students. Each grade level has an Integrated Co-Teaching Class. There are Horizon programs for children who are on the Autism Spectrum on first grade, fourth grade, and fifth grade. Our school also houses the ASD Nest Program which is a "Micro Integrated Co-Teaching Model" that services the high functioning autistic children alongside their typically developing peers. Public School 69 houses a "Gifted and Talented Program" that services grades first through fifth. P.S. 69 is proud to have housed a Pre-Kindergarten Program for the first time during the 2014-2015 school year.

Public School 69 utilizes the ReadyGen Program and GoMath Program as "Common Core Resources" to support the curriculum frameworks. Emphases have been placed on questioning and close reading to help children "dig deep" into the texts that they are exposed to. The school's data and administrative feedback reveals that the bulk of improvement needs to be done with questioning. In order to help our school community strengthen questioning practices, book clubs have been formed and they meet weekly during the Professional Development time allotted to schools. The book that the staff is conferring about is called; *Thinking Through Quality Questioning* by Jackie Acree Walsh and Beth Dankert Sattes. The use of book clubs allows staff to reflect on current instructional practices and collaborate to support further development of these practices. Questioning is our schools Instructional Focus this year. In fact, it is the only Instructional Focus, as it is meant to be across disciplines.

Science and Social Studies have been embedded in our daily Reading and Writing Workshop. This year we have been able to focus on lessons in the core classroom and have the students practice these concepts in the science lab during

their “prep time.” This is a celebratory practice for our school that allows our children to gain a “hands on” understanding, while actually investigating the concepts and applying them. We find this to be much more effective than teaching the ideas in isolation.

With such a diverse population, programs have been developed to fully meet the needs of all of our students. Public School 69 has a *Leveled Literacy Intervention* Program for kindergarten through second grade students, a *Literacy Intervention Program* for children in third through fifth grade, an ESL program, and *Math Intervention* for all grades. Children who may benefit from these programs are selected based on relevant data from the “Core Inquiry Team” and they are provided with the additional instruction that they need. With the recent Special Education Reform, these programs have been proven to be effective for our school community, as everyone has the opportunity for remediation or enrichment.

Saturday School is in its fourth year and is offered free of charge to selected children. Last year it began for fourth and fifth grade children in January. Shortly after, third grade students were invited as well. In April, the administrative cabinet decided to invite second grade students who were not receiving interventions during the school day. These children were targeted based on data that was collected from the Literacy and Math Coaches. Saturday School teachers focused on key skills that the students could benefit from and had children work in cooperative groups weekly. Saturday School continued through the first weekend in June.

The Instructional Lead Team has proven to be a key component for reflecting on instructional practices. This team is comprised of one teacher per grade level, the two Literacy Coaches, and the Math Coach. During their monthly “lead team” meetings, the team addresses instructional concerns and they work with the administrative cabinet to make instructional decisions that support all grade levels and the flow of these practices vertically. This team takes part in quality reflective practice that allows instructional decisions to be informed by students and educators.

Public School 69 takes part in a school wide enrichment model. This program addresses individual learning styles, interests, and modalities for all students. The students and teachers are given the autonomy to choose the area that most interests them. This choice nurtures a talent that students feel confident in and provides a foundation in this talent, allowing them to recognize their strengths. Parent/Guardians are involved in this initiative, they are invited to come in and share their talents during Brown Bag Lunch with students. Parent/Guardians are welcome to attend Enrichment celebrations, allowing them to recognize their child’s talents.

This program boosts student’s confidence and self-esteem, thereby impacting their involvement/participation in all instructional activities across core curriculum areas. The accountable discussion habits acquired during SEM (School-wide Enrichment Model) sessions are instilled in students and are carried over into the classroom discussions. The inclusion of content areas (ex; Sciences and Arts) in the SEM program offers enrichment and further learning in subject areas. Students are sharing new learning, often allowing them to take on a “leadership role” in these content areas. This program allows our school to partner with different organizations; one of the most recent is “Kinderdance.” This has been a celebratory collaboration that allows us to offer electives such as tap dance to our students during their lunch period.

A Character Education Program has been implemented and is utilized to provide a cohesive structure for behavior expectations school-wide. While in its third year, these school wide behavioral supports enhance the quality of the school culture and instructional core across classrooms. The use of the voice scale, to monitor intonation was implemented school wide. This gave the school community a unified visual approach to monitor voice tone, reflecting in improved behavior management practices. The P.S. 69 Community also follows the “Problem Scale”, which allows children to self-reflect and problem solve daily issues. The use of both scales has resulted in more responsible and prepared students. Children are celebrated for their good character monthly at our “Character Counts” assemblies.

Occupational therapists provide professional development to staff members regarding sensory integration throughout classrooms for all learners. Strategies and visuals are provided and are placed strategically throughout the building to support students’ self-regulation and their ability to fulfill tasks. Cool down areas were created on every floor to support students who are experiencing anxiety and/or higher stress level, in order to de-stress and redirect their behavior. This

supports the diverse abilities of the students at P.S. 69 which range from Gifted and Talented to Horizon (8:1:1) Classes.

Our school continues to work on strengthening our parent engagement. The Public School 69 website has proven to be a very successful tool, which allows us to regularly get information out to parents. The ROPESS (Reaching Out To Parents Ensure Student Success) team has been formed and meets weekly to brainstorm different ways to support parent engagement. One example of this is our “Anchors Away” brochure. This brochure invites parents to school for either a parent workshop or a collaborative workshop alongside their child. We are finding that while this initiative is providing to successful and parents are participating more frequently, it is still a work in progress and an area of focus for our school.

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

| | |
|--|---|
| 1. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 2. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |
| <p>*38% of students scored a 3 or 4 on the NYS ELA exam. *62% of students scored a 1 or 2 on the NYS ELA exam. *42% of 3rd grade students have an at risk or approaching DRA level. *43% of 4th grade students have an at risk or approaching DRA level. *44% of 5th grade students have an at risk or approaching DRA level. *Based on a school wide needs-assessment survey, Instructional Technology was deemed necessary to facilitate the integration of Instructional Technology as evident through planning and lessons. *Based on the comprehensive CCLS aligned instructional programs being utilized and to effectively implement ReadyGen and GoMath an appropriate alignment to technology standards is needed. *Based on classroom observations and walkthrough checklists the integration of instructional technology was deemed necessary. *Based on teacher analysis of student work it was identified necessary that students will respond more critically to open-ended questions which is addressed through exposure to the Achieve 3000 literacy program.</p> | |

Part 2 – Annual Goal

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|---|
| List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound. |
| By June of 2015, after a program of professional development geared towards the implementation of instructional technology focus, 100% of teachers will integrate technology into the curriculum planning and lessons which will enhance the students’ ability to respond to higher-order thinking questions. This will be measured by observations/walkthrough checklists, surveys, feedback forms, and data analysis from “Achieve 3000”. |

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> |
|---|--|---|--|
| <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust | | | |

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|---|--|--|---|
| Achieve 3000 differentiated literacy technology solution for grades 1-5. Throughout use of this differentiated online literacy instruction program we support the student's ability to be independent readers and enhance student ability to answer higher-order thinking questions. | Students in grades 1-5 | September 2014-June 2015 | Administration Technology Coach Teachers 1-5 |
| Achieve 3000 integration team will give 3 full day professional development sessions to support classroom teachers' ability to facilitate the differentiated literacy instruction and use the data provided for individualized intervention. | Teachers – grades 1-5 | October 2014, December 2014, May 2015 | Administration Technology Coach Achieve 3000 personnel |
| Organize and set-up 2 new Technology labs to implement new Technology Literacy Program, Achieve 3000 . These labs allow teachers to facilitate the program with use of the Smartboard as well as individual devices for each student. | Teachers/Students grades 1-5 | September 2014-June 2015 | Administration Technology Coach |
| A Technology Team has been formulated to distribute leadership amongst teachers interested in turn keying instructional technology to their fellow teachers. | Teachers – K-5 | 1 st and 2 nd Tuesday of every month | Administration Technology Coach Teachers K-5 |
| A one- on- one training schedule with interested teachers in the use of instructional technology (emphasis on SMART Notebook) has been created and facilitated target interested teachers. | Teachers – K-5 | October 2014-June 2015 | Technology Coach Teachers K-5 |
| Provide school-wide Professional Development sessions for teachers to receive instructional technology on a variety of topics as identified by a needs assessment survey in October 2014. | Teachers K-5 | January 2015-June 2015 | Administration Technology Coach Teachers K-5 |
| Attend SPOC (Single Point Of Contact) and CEI-PEA monthly meetings, in order to turnkey pertinent Technology information between District Network, and the P.S. 69 Administrative Cabinet as well as turnkey resources and IT information to staff. | Administration Technology Coach Teachers Pre-K | September 2014-June 2015 | Administration Technology Coach |

Part 4 – Resources Needed

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|---|
| Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |
| Achieve 3000 Literacy Program Interactive Whiteboards Laptops Mini pads Desktops |

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 | | Title I Basic | | Title IIA | | Title III | | Grants |
| List below any additional funding sources that will be utilized to support achievement of the goal. | | | | | | | | | |
| *STVP Funds *Reso A Grant | | | | | | | | | |

Part 6 – Progress Monitoring

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| 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.

- *Technology Coach will meet with Technology grade leaders during “Team Tuesdays” to discuss concerns and problems that need to be addressed that arise during turnkey sessions.
- ***Achieve 3000** teachers as well as pilot teachers will be asked if the strategies/resources they are currently using in the Achieve 3000 program are successful and therefore have shown growth in Lexile/reading activity performance as measured by the data report “How Has Lexile Changed Over Time” within the program.
- *Determine students’ mastery of Common Core or State standards and benchmarks based on **Achieve 3000** activities as measured by the Student Performance Report “How Are My Students Performing on Standards” with the program.
- *Teachers will monitor student usage to ensure focus is on the desired areas (Reading/Writing Connections which lead to critically answering open-ended questions) as measured by the Usage/Fidelity of Implementation Report titled “How Are My Students Spending Their Time” within the program.
- *Teachers will integrate instructional technology to enhance the ability of students’ response to higher order questioning as measured by classroom observation and walkthrough checklists.

Part 6b. Complete in February 2015.

| | | | | | |
|----|--|----------|-----|--|----|
| 1. | Did the school meet the mid-point benchmark(s) in the timeframe specified? | X | 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.

Part 1 – Needs Assessment

- | | |
|----|---|
| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

*Based on the General Response Protocol (GRP) it is deemed necessary to conduct school-wide drills throughout the year to improve the staff and students familiarity and responsiveness to varied types of situations (emergencies) such as a fire drill, lockdown, or shelter in as measured by the drill observation notes discussed at debriefing.

*Based on the School Safety Plan (SSP) the Building Response Team meets extensively to review protocols and varied scenarios involving each member’s role and responsibilities in the case of an emergency. This will ensure the safety for all members of the school community as measured by the BRT attendance log.

*To reduce the amount of time classes are leaving the building during fire drills by implementing alternative routes as measured by the logged time on each fire drill.

*During school events, either day or night, there is a Building Response Team presence to ensure that the necessary safety measures have been activated to support the safety of the school community.

*The BRT will provide routine checks to ensure that all safety devices such as doors, door locks, and emergency kits are updated and fully operational as measured by the BRT supply checklist.

*The BRT leader will utilize surveillance cameras to ensure the perimeter and inside the building are safe for all students, staff and guardians.

Part 2 – Annual Goal

| | |
|--|---|
| | List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound. |
| | By June of 2015, 100 % of staff and students will receive training in the General Response Protocol (GRP) which outlines the initial actions to be taken if an incident results in an Evacuation, Shelter-In, or Lockdown. This will be measured by teacher and student performance during drills which will be conducted at various times throughout the year. |

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> |
|---|--|---|--|
| 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. 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). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust | | | |
| Fire Drills, Shelter-In Drills, Soft/Hard Lockdown Drills | Teachers and all students | September 2014-June | BRT Leader/Members, |

| | | | |
|---|------------------------------------|------------------------------|--|
| | | 2015 | Administration |
| Install "Safe Lock" on classroom doors to ensure quicker lockdown. This device allows doors to remain locked all day but allows students to go in and out freely. | Teachers and all students | September 2014-December 2014 | BRT Leader/Members, Custodial Engineer |
| Monitor, check, supply lock boxes in all classrooms to equip teachers with another resource/precaution to ensure locked and secured doors. | Teachers and all students | September 2014-June 2015 | BRT Leader /Members |
| Monthly BRT meetings to discuss performance during drills as well as make decisions/adjustments related to safety protocol as it pertains to our school needs. | BRT members, Administration | September 2014-June 2015 | BRT Leader, Administration |
| BRT will be activated during large school events, such as but not limited to; Open-School Week, Parent-Teacher Conferences, Nighttime Assemblies, and Weekend Activities. The BRT will monitor large crowd control and enforce safety procedures. | All students and staff – Pre-K -5 | September 2014-June 2015 | BRT Leader/Members, Administration |
| BRT will provide classrooms with First-Aid Kits to allow staff to be proactive in responding to an emergency situation quickly and proficiently. | All students and staff- Pre K -5 | November 2014 | BRT Leader/Members, Administration |
| The school has implemented high definition cameras throughout the perimeter and interior of the school. The BRT Leader/Dean and School Safety Agent are able to visually ensure the well-being of students and staff. | All students and staff | September 2014-June 2015 | BRT/Dean, School Safety Agent |
| The BRT will provide ongoing professional development to the staff/parent population to reinforce the current protocols and discuss any changes implemented to enhance the safety of the entire school community. BRT Leader presented Safety meeting to parents in October 2014. | All students, staff, and guardians | September 2014-June 2015 | BRT/Dean, Administration |

Part 4 – Resources Needed

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

- Keys
- Lock Boxes
- "School Safe" Locks
- First-Aid Kits
- High-Definition Cameras

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 | | Title I Basic | | Title IIA | | Title III | X | 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:

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

| | | | | |
|---|--|----------|-----|----|
| 10. Specify a timeframe for mid-point progress monitoring activities. | | | | |
| <ul style="list-style-type: none"> ➤ The Building Response Team will analyze and compare data for each drill after it has been conducted. The team will look for improvements in all areas of the varied drills, with an emphasis placed on a reduction of time and the adherence to staff members to following the safety protocols. This will be measured by the drill logs. ➤ The team will conduct professional development to the staff to reinforce the various types of drills and safety precautions implemented. Based on safety improvements made, the Team will inform all the staff members of the changes. The need for future professional development is measured by the results of the drills (teacher's responses) and noted in the BRT leader's log. ➤ The BRT leader informed the School Leadership Team and the school community (parents and guardians) during a day and night professional development about the implementation of a new surveillance system. The BRT leader will monitor the progress by the lack of incidents. ➤ During the day and night events present at the school the BRT leader will assign specific assignments to each member. The team leader will attend all the events and monitor the safety of the event and the implementation of each member's duties. | | | | |
| Part 6b. Complete in February 2015. | | | | |
| 11. | Did the school meet the mid-point benchmark(s) in the timeframe specified? | X | Yes | No |
| 12. | If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | |
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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

- After polling the staff through the use of the Monkey Survey and analyzing the results, teachers expressed an interest in working collaboratively with colleagues on specific teams of interest and expertise. Administration assigned teachers to specific teams where they will meet regularly to discuss team goals and outcomes that support their team goal.
- P.S. 69 embraces a professional culture that supports collaborative planning. Teachers meet weekly to analyze student work within their classroom and across the grade. In addition, opportunities for professional development, mentoring, and classroom intervisitations lead to effective instructional outcomes.
- General and special educators collaborate in using state standards and curriculum frameworks for learning to design curriculum and teaching for each student, including students with disabilities.
- As a result of our collaborative educational community we have established ‘Team Tuesdays’ which encompasses some of the following meetings: Inquiry, Lead, Enrichment and RTI.
- P.S. 69 offers a variety of teaching environments to meet the needs of diverse learners, for example, ASD Nest Program, ASD Horizon Program, Integrated Co-Teaching, where teachers work collaboratively with cluster teachers, para-professionals, social workers, guidance counselors, Dean, and service providers to ensure that all needs of their students are met.
- Through the integration of technology and Achieve 3000, classroom teachers and technology teachers will enhance student ability to respond to high-order thinking questions.
- Classroom teachers support science instruction by introducing unit vocabulary and familiarizing students with terms that address topics in scientific inquiry and investigation.
- Offering professional development to the entire staff in presenting ideas that may help to enhance the role in supporting science concepts through reading and writing.
Teachers work collaboratively to design academically-themed P.T.A. meetings.

Part 2 – Annual Goal

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

By June of 2015, all staff and students of PS 69 will utilize higher-order thinking questions that promote formulating hypotheses, making connections, and the use of discovery based learning, through a collaborative approach that supports each other in our professional learning community. Teacher Collaboration will be measured by teacher and student performance in relation to the Danielson Framework for Teaching 3b. Teachers and administration working collaboratively will help students increase achievement thus making connections across the curriculum.

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the | Target Group(s) <i>Who will be</i> | Timeline <i>What is the</i> | Key Personnel <i>Who is responsible</i> |
|--|--|---------------------------------------|---|
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| <p>identified goal for this Capacity Framework element, including:</p> <p>15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</p> <p>16. 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).</p> <p>17. Strategies to increase parent involvement and engagement</p> <p>18. Activities that address the Capacity Framework element of Trust</p> | targeted? | start and end date? | for implementing and overseeing the activity/strategy? |
|---|--|--|---|
| <p>* Based upon the Monkey Survey results, all teachers were assigned to a specific team. As a result, ‘Team Tuesday’ were designed for teachers to inquire about their practice in order to continue to learn and grow as professionals.</p> | All Teachers Pre-K -5 | October 2014- November 2014 | Administration- Principal 3- Assistant Principals |
| <p>* Weekly Book Club meetings discussing <i>Thinking Through Quality Questioning-Deepening Student Engagement</i> by Sattes and Walsh. Teachers use research based data to enhance quality questioning to enhance student thinking. Teachers reflect upon their teaching strategies, modify lessons and share out best practices. Book clubs are facilitated by Coaches, and teachers that also meet to discuss their groups’ outcomes.</p> | All Teachers Pre-K-5 | Every Monday: November 2014- June 2014 | Administration Book Club Facilitators |
| <p>* The Inquiry Team uses higher level questioning techniques to develop interest and motivate students to become actively independent learners, to develop critical thinking skills and have students gain mastery of ELA instructional goals and objective’s based on students’ needs. The Inquiry Team meets to create lessons and mid-assessments for targeted students. Inquiry Team members meet with classroom and cluster teachers to discuss their targeted students’ progress and finalize lessons.</p> | Administration Inquiry Team Members | Core Inquiry meets once a month September 2014- June 2015 Inquiry Team meets on the last 2 Tuesdays of every month. September 2014- June 2015 | Administration Inquiry Team Members |
| <p>*Instructional Lead Team will monitor the progress of student work. The Team will identify practices to foster growth as well as next steps for the teachers to implement in response to data.</p> | Representative from each grade, Cluster Representatives, Coaches | Two Tuesdays a month September 2014- June 2015 | Administration Coaches Lead Team Members |
| <p>* Professional Development will be offered every other month to teachers according to grade. * <u>November Professional Development</u> focused upon</p> | Teachers grouped according to | Every other month September | Administration Coaches |

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| enhancing our Reading and Writing Workshop. * <u>January Professional Development</u> focus will be incorporating technology and the use of the Interactive Whiteboard into instruction. | grade. Clusters | 2014- June 2015 | |
| *Common Planning Meetings: Educators conduct conversations about their learning across all disciplines. Educators will analyze and discuss alternative strategies to implement the content with an emphasis on the formation of DOK questions. | All Teachers K-5 Cluster Teachers | Once a week September 2014-June 2015 | Administration Coaches |
| *Modification of Frameworks: Teachers will modify their frameworks for learning to include best practices used in the classroom to meet the needs of their diverse learners. (Including modifications for ESL, SWD, LLI, Visual Learners.) | All Teachers K-5 Cluster Teachers | September 2014-June 2015 | Administration Coaches |
| *Enrichment Team- teachers share, discuss and explore best practices for enriched teaching and discovery based learning. | Enrichment Coordinator Team Members | Two Tuesdays per month from November-June | Administration Enrichment Coordinator |
| *NEST Meetings are designed for teachers to case conference children, discussing students' strengths and needs. Teachers turn-key best practices presented from New York University NEST Specialists. Teachers offer each other support and effective strategies to further develop student achievement. A plan of action is communicated with parents to ensure clarity and consistency throughout the school and home community. | Administration NEST Coach NEST Teachers NEST Therapists Social Worker Guidance Counselor | Last 2 Wednesdays of each month September 2014- June 2015 | Administration |
| *Response to Intervention Team works collaboratively to develop strategies in the Tiered approach to meet the needs of selected students based upon data. | RTI Team members All Teachers | One time a month on the first Tuesday of every month September 2014- June 2015 | Administration Math/Reading Intervention Teacher |
| *Character Education Team- Staff and students work collaboratively to promote self-confidence, pride, and integrity in order to foster a "socially sound" school community as evidence by the Learning Environment Surveys. Character education promotes student achievement. The Character Committee will meet to review, revise, and enhance the "Character Education Plan" in order to meet the social, behavioral, and emotional needs of our students. | Character Education Committee All Teachers, Para-professionals | One time a month on the first Tuesday of every month September 2014- June 2015 | Administration NEST Coach |
| *ASD Nest Program is a program for high functioning students with autism spectrum disorders within an integrated co-teaching setting. Educators work collaboratively to teach children how to function well academically, behaviorally and socially in school and in their community. The ASD Nest program provides an | ASD Nest trained teachers, service providers, cluster teachers | September 2014- June 2015 | Administration NEST Coach Dean |

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| <p>educational therapeutic environment in which the requisite supports are provided by a trans-disciplinary of specially trained educators and therapists.</p> <p>PS 69 offers 2 Nest classes in grades 1,2,3,4 PS 69 offers 1 Nest class in grades Kindergarten and 5</p> | <p>Nest Coach</p> <p>Dean</p> <p>Guidance Counselor</p> <p>Social Worker</p> | | |
| <p>*ASD Horizon Program is offered in a self-contained class for students with autism spectrum disorders who work well in a class that has a ratio of eight students and two adults. Classroom teachers, para-professionals, service providers, and cluster teachers, work together to implement individualized instructional plans to nurture the needs of their students.</p> <p>PS 69 offers 1 ASD Horizon class in grades 1,5 PS 69 offers 2 ASD Horizon classes in grade 4</p> | <p>ASD Nest trained teachers, service providers, cluster Teachers</p> <p>Nest, Literacy, Math Coaches</p> <p>Dean</p> <p>Guidance Counselor</p> <p>Social Worker</p> <p>Para-professionals</p> | <p>September 2014- June 2015</p> | <p>Administration</p> <p>Dean</p> <p>Social Worker</p> |
| <p>*Integrated Co-Teaching classes include students with and without disabilities, and have two teachers, a general education teacher and a special education teacher. The teachers and para-professionals work collaboratively to adapt and modify instruction for children and to ensure that entire class has access to the Common Core aligned curriculum.</p> <p>PS 69 offers 2 ICT classes in grades K,1,2,5 PS 69 offers 1 ICT class in grades 3,4</p> | <p>Teachers</p> <p>Nest, Literacy, Math Coaches</p> <p>Dean</p> <p>Guidance Counselor</p> <p>Social Worker</p> <p>Para-professionals</p> | <p>September 2014- June 2015</p> | <p>Administration</p> |
| <p>*Technology Coach, technology cluster teachers, and specific classroom teachers work collaboratively to implement Achieve 3000. Achieve 3000 is a differentiated online program that enhances children's reading and writing abilities preparing them for college and career success. Teachers and Literacy Coaches receive professional development by Achieve 3000 personnel to assist with the planning of rigorous instruction.</p> | <p>Technology Coach</p> <p>Literacy Coaches</p> <p>Technology Cluster Teachers</p> <p>Designated</p> | <p>September 2014- June 2015</p> | <p>Administration</p> <p>Technology Coach</p> |

| | | | |
|---|--|---------------------------|----------------|
| | Classroom Teachers | | |
| *Science teachers continue to hold weekly Science Team meetings in developing lessons that align with the Common Core State Standards. | Science Teachers Science and Literacy Coaches | September 2014- June 2015 | Administration |
| *Offer professional development sessions to all staff on the mapping, planning and aligning topics within the frameworks for science learning. | Science Teachers Science and Literacy Coaches | September 2014- June 2015 | Administration |
| *Teachers work collaboratively to design and facilitate P.T.A Meetings that encourage parent involvement. Teachers educate parents/guardians on best practices that can be reinforced at home to encourage our children to become independent learners. | All Teachers | November 2014- June 2015 | Administration |

Part 4 – Resources Needed

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

- Frameworks for Learning
- *Thinking Through Quality Questioning: Deepening Student Engagement* by: Walsh & Sattes
- Weekly common planning preps implemented in scheduling
- ReadyGen
- Common Core Learning Standards
- Technological Equipment: laptops, Interactive Whiteboards, Computer Lab
- Professional Development scheduling and creation of agendas
- Character Education Assembly
- Instructional Meetings

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.

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| X | Tax Levy | | Title I Basic | | Title IIA | | Title III | | Grants |
|---|----------|--|---------------|--|-----------|--|-----------|--|--------|

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

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Part 6 – Progress Monitoring

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

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

- Book club facilitators meet regularly to report feedback and make modifications to Book Club Frameworks
- Teachers modify frameworks for learning

- Teachers record minutes for some Team Meetings
- Teacher Observations
- Teacher Mentor Tracking System

Part 6b. Complete in February 2015.

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|--|----------|-----|--|----|
| 21. Did the school meet the mid-point benchmark(s) in the timeframe specified? | X | Yes | | No |
|--|----------|-----|--|----|

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

After our school had become immersed into the rigor of the Common Core State Standards in all disciplines, the Administrative Cabinet realized that we needed to bring quality questioning and accountable discussions to the forefront of our instructional vision. We began by aggregating all of the data that was collected through the ADVANCE teacher evaluative system from the 2013-2014 school years. After sorting through the ratings of each teacher and tabulating where our strengths and weaknesses were as a teaching staff, it was evident that 85% of the PS 69 teachers received next steps or feedback for improvement in relation to Component 3b of the Danielson Framework for Teaching.

The cabinet then assembled our Instructional Team of Coaches to meet with us. After thoroughly studying Component 3b, we have decided that it is a component that truly is that of the two-fold nature. Part one truly addresses quality questioning which promotes critical thinking. Part two addresses teachers facilitating discussions amongst their students. We then discussed how both parts do affect the overall lesson as well as student achievement.

As an instructional team, we crafted an instructional goal which directly correlates to the data of teacher ratings. Teachers then wrote professional learning goals for themselves. Once again, the large majority of the teachers wrote goals for themselves which aligned to Component 3b. These goals were discussed with teachers as well as their observational reports from the 2013-2014 with individuals during September Initial Planning Conferences. During these conferences, agendas focused upon explaining our school wide focus and discussing where teachers see themselves in relation to Component 3b.

After reading and discussing the book, “Leading Through Quality Questioning...Creating Capacity, Commitment and Community” during network based Professional Development sessions, we decided to incorporate the suggestion that was offered to Principal Murphy by Superintendent Jenkins in the 2013-2014 PPO feedback session. We were going to engage our staff in professional learning communities which would focus on a book which would help teachers to fine tune their line of questioning and discussion within the classroom.

Part 2 – Annual Goal

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

By June of 2015, all staff will utilize carefully planned pivotal questions which align to Webb’s Depth of Knowledge to promote having the students in their classes formulate hypotheses, making connections, and engage in discovery based learning. This enhancement in instruction will lead to rich accountable discussions across all disciplines and will increase the amount of teachers falling into the “Highly Effective and Effective” rating as measured by Danielson Framework for Teaching Component 3b.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <p>25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</p> <p>26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>27. Strategies to increase parent involvement and engagement</p> <p>28. Activities that address the Capacity Framework element of Trust</p> | <p>Target Group(s) Who will be targeted?</p> | <p>Timeline What is the start and end date?</p> | <p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p> |
|---|---|--|---|
| <p>All staff members (administration, teachers, paraprofessionals and service providers) are actively engaged in a Professional Book Club every Monday afternoon during our contractual Professional Development time. We are currently reading the book <i>Thinking Through Quality Questioning: Deepening Student Engagement</i> by Jackie Acree Walsh and Beth Dankert Sattes. Teacher facilitators work with small groups of staff members to read and discuss the book. Staff members are encouraged to use strategies that are presented in the book and/or through the book discussion in their classroom and share their successes and challenges. Administrative cabinet, as well as instructional coaches attended a full day workshop with the author of the <i>Thinking Through Quality Questioning: Deepening Student Engagement</i> to further enhance this work.</p> | <p>All Staff Members</p> | <p>Oct. 2014 – June 2015</p> | <p>Administration Coaches Facilitators</p> |
| <p>* Teachers attend bi-monthly, full-day, grade level Professional Development Sessions with a focus on improving our questioning and discussion techniques. Professional Development Sessions are led by instructional coaches and teachers.</p> | <p>All Teachers Pre K - 5</p> | <p>Sept. 2014- June 2015</p> | <p>Administration Coaches</p> |
| <p>* Weekly Instructional Team Meeting with administrative cabinet and Literacy, Math, Science, ASD, and Technology coach to monitor curriculum and instruction and plan for adjustments or enhancements to our curriculum.</p> | <p>All Teachers Pre K - 5</p> | <p>Sept. 2014- June 2015</p> | <p>Administration Instructional Coaches</p> |
| <p>* All staff members are engaged in Tuesday Team Meetings. Teacher teams were created and assigned based on teacher interest and school need. All teams are facilitated by teachers. We have developed the following teams: RTI Team(to establish interventions for struggling students), BRT Team (to maintain safety in our school), Website Team(to increase communication with parents), School Spirit Team (to increase school spirit of our teachers and students), Enrichment Team (to bring project based learning to all classrooms), Technology Team (to increase the use of appropriate technology in our classrooms), The Parent Handbook Team (to create a document to increase parent awareness of our policies and curriculum), The Teacher Handbook Team (to serve as a guide to new staff members</p> | <p>All Staff Members</p> | <p>Sept. 2014- June 2015</p> | <p>Administration Instructional Coaches Teacher Facilitators</p> |

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| regarding school policies), The Outreach Team (to find ways to effectively ‘reach’ our ESL parent population), The Grade Cam Team (to bring an online grade book system to PS 69), The Character Team (to plan character education lessons and activities). We also have an Attendance Team that meets bi-weekly to improve the attendance rate of our struggling students. We have several special education teams such as the NEST, NET and SIT team meeting on other days/times of the week who work to meet the needs of our special education students and parents. | | | |
| Staff members are encouraged to attend Professional Development sessions outside of the school based on individual need. Staff members fill out a reflection sheet after attending the Professional Development session where they highlight ways they can turn-key this information. | All Teachers Pre K - 5 | Sept. 2014- June 2015 | Administration Coaches |
| All teachers are engaged in Focal Walks with questioning and discussion techniques as the focus of the visit. Teachers debrief after the focal walk to discuss ways to enhance our craft. | All Teachers Pre K - 5 | Sept. 2014- June 2015 | Administration Coaches |
| *Teachers request intervisitations of colleagues classrooms based on individual feedback and goals. Instructional coaches accompany the teacher on the intervisitation so teachers and coach can debrief after the visit. | All Teacher Pre K - 5 | Sept. 2014- June 2015 | Administration Coaches |
| | | | |

Part 4 – Resources Needed

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| Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |
| Staff of PS 69 Administration Literacy, Math and ASD coaches Professional Books purchased for entire staff and school Leadership Team |

Part 5 – Budget and Resource Alignment

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|--|----------|--|---------------|--|-----------|--|-----------|--|--------|
| Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | |
| X | Tax Levy | | Title I Basic | | Title IIA | | Title III | | Grants |
| List below any additional funding sources that will be utilized to support achievement of the goal. | | | | | | | | | |
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Part 6 – Progress Monitoring

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| Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 30. Specify a timeframe for mid-point progress monitoring activities. |
|---|

- We will monitor our progress of individual teachers through our informal and informal observations of teachers specifically in domain 3B on the Danielson Rubric on a regular basis
- Analyze the number teachers school-wide who have increased on their HEDI score on the ADVANCE system quarterly.

Part 6b. Complete in February 2015.

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|--|--|-----|--|----|
| 31. Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| 32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |
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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

- To increase attendance at PTA meeting, parent workshops, and Parent Brown Bag Lunches to build strong community ties.
- Greater parent/guardian engagement and involvement to strengthen the ties between home and school thus establishing a culture for learning and providing supports to achieve them.
- Work to assist parents in playing a more integral role in their child’s learning by sharing and maximizing resources that are available to them.

Strengths

- Professional development is given by our Math and Literacy Coaches to parents/guardians to support the academic curricula. All workshops are aligned to the Common Core curriculum, as well as the Ready Gen and Go Math programs. These sessions help make parents aware of all resources that are available to them and what they can do to support their learners at home. Last year we saw an increase in our scores on the NYS Math exam so we will continue to provide parents with educational activities throughout the school year.
- The Technology Coach has presented workshops to offer parents suggestions on how to use technology to support their children’s content learning and using the Internet safely.
- Student performance data, including standardized testing and informal assessment, is being used to drive monthly presentations by our teachers at PTA meetings. Their presentations are based on areas of needs and concerns for the grade.
- We initiated Open School Week twice a year giving parents/guardians the opportunity to see their children in the classroom. During the November Open School Week, all teachers focus on literacy. During our March Open School Week, they will focus on math. All lessons are differentiated and interactive, allowing the parents/guardians to become actively involved.
- Our school website is a valuable source of information for the parents informing them of events and activities that are taking place in the school for both them and their children. It also includes many resources for them to use so they can help their children.
- Flyers are sent out notifying parents of upcoming events. A monthly calendar is also provided to all families.

Part 2 – Annual Goal

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

By June of 2015, the staff of P.S. 69 will invite all parents in for various workshops which will focus upon how they may utilize higher order thinking questions which promote formulating hypotheses, making connections and becoming independent thinkers. We will increase parent participation and attendance at school workshops by 20% as measured by Parent Workshop agendas, minutes, and sign in sheets.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> | <p>Target Group(s) <i>Who will be targeted?</i></p> | <p>Timeline <i>What is the start and end date?</i></p> | <p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
|---|--|---|--|
| <p>35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</p> <p>36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>37. Strategies to increase parent involvement and engagement</p> <p>38. Activities that address the Capacity Framework element of Trust</p> | | | |
| <ul style="list-style-type: none"> ROPESS (Reaching out to Parents Ensures Students Success) Team consists of an Assistant Principal, the Parent Coordinator, ASD/Nest Coach, Social Worker, Enrichment Coordinator, Pre-Kindergarten Family Worker, School Librarian/Webmaster, and the PTA Co-Presidents. At weekly meetings, throughout the entire school year, September through June, the team brainstorms and plans activities for both during the day and at night for parents/guardians. Many activities include parents/guardians and their children. When completed, a monthly calendar is created. In addition, it is posted on our P.S. 69 website. This year, we implemented the Anchor Academy Parent Planner for parents/guardians. This feature on our website will focus their attention to all meetings, workshops, and presentations that we are offering for all parents/guardians that month. | Parents/Guardians | Sept. – June – Once a week | Assistant Principal Enrichment Coordinator Parent Coordinator ASD/Nest Coach Pre-K Family Worker Social Worker School Librarian/Webmaster PTA Co-Presidents |
| <ul style="list-style-type: none"> We hold monthly meetings throughout the school year, September through June, and workshops for all parents/guardians of children in our Horizon and NEST classes, facilitated by our ASD Coach and Social Worker. | Parents/Guardians | Monthly – Sept. - June | ASD/Nest Coach Social Worker Community Members |
| <ul style="list-style-type: none"> This year we have our classroom teachers doing presentations at our monthly PTA meetings. Meetings are held throughout the school year, September through June. Grade level teams will brainstorm a topic that is relevant for parents/guardians. The goal of these sessions is to offer parents/guardians strategies that they can use with their children to support our work in school. They will create engaging presentations that will prove worthwhile to our parent/guardian population. Administration, as well as the Parent Coordinator, attends all meetings. Translators will be available at the meetings. | Parents/Guardians | Monthly – Sept. - June | PTA Members Administration Staff Community Members Parent coordinator |

| | | | |
|--|--------------------|------------------------|--|
| | | | |
| <ul style="list-style-type: none"> Parent Brown Bag Lunch- Once a month, throughout the entire year, September- June, parents are invited to a presentation by a speaker that offers them information related to either health, school rituals and routines, nutrition, the upcoming NYS ELA and Math tests, and how to help create a successful science fair project, as well as other topics that are pertinent. Refreshments are served. Enrichment Coordinator and Parent Coordinator work collaboratively to plan the Brown Bag Lunches and host them. | Parents/ Guardians | Monthly – Sept. - June | Enrichment Coordinator Administration Staff Community Members Parent coordinator |
| <ul style="list-style-type: none"> Monthly Performance, presentations and/or interactive workshops held throughout the school year, September through June. Administration, the Parent Coordinator and various members of the staff are present at all functions. <ul style="list-style-type: none"> Father/Daughter Dance for 5th grade students Mother/Son Kickball Game for 5th graders Family Movie Night for grades 1 and 2 Literacy and Math Workshops presented by our Coaches Test taking strategies and how to cope with test anxiety Winter Show and End of Year Grand Finale performed by the children- all grades are invited to participate. Magic of MIM (Minds in Motion) Celebrations showcasing the children’s talents Art Workshops presented by our Visual Arts teacher Science Expo of children’s projects- all grades Art Fair exhibiting children’s artwork Band and Violin Concerts- Grades 3-5 Kinderdance Show- Grades K-2 Magic Show Math Games Night- Two separate nights for K-2 and 3-5 | Parents/Guardians | Monthly – Sept. - June | Enrichment Coordinator Administration Staff Parent coordinator ASD/Nest Coach Literacy Coach Math Coach |
| <ul style="list-style-type: none"> We are continuing our Positive Behavior Support Model this year, September-June through our Character Education program. All students are working hard as a team to get "caught" being good. All classes get an opportunity to fill fishbowls throughout the school day when they exhibit positive behavior. | Parents/Guardians | Monthly – Sept. - June | ASD/Nest Coach Administration Staff Parent Coordinator |

| | | | |
|--|-----------------------------|--------------------------|--|
| Classes that fill their fishbowls with the most fish will be invited for a Pizza Night! This will be a monthly celebration. Parents are invited to join in on the celebration. Our ASD/Nest Coach and administration is on hand at these celebrations, along with members of our School Spirit Team and Character Education team. | | | |
| <ul style="list-style-type: none"> Monthly Character Education assemblies at night. At the end of the month we honor one child per class that is demonstrating the "trait of the month!" All parents/guardians are invited to attend and celebrate. Certificates are awarded by members of the Administration, and the Dean every month from September-June. | Parents/Guardians | Monthly – October - June | ASD/Nest Coach Administration Staff Parent Coordinator |
| <ul style="list-style-type: none"> Monthly Anchored in Excellence Night. Each month, from September-June, one class on a grade gets the opportunity to nominate one child who displays characteristics, such as, motivation to learn, creativity, critical thinking skills, task commitment and/or unusual interest in a particular subject. Those children are honored at an assembly with their parents/guardians present. In addition, their picture is taken and displayed on an Anchored in Excellence bulletin board. The Enrichment Coordinator and Administration share in honoring these students. | Parents/Guardians, Students | Monthly – October - June | Enrichment Coordinator Administration Staff Parent Coordinator |
| | | | |

Part 4 – Resources Needed

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

Parents/Guardians
Staff of P.S. 69
Community members
Administration
Literacy, Math and ASD/Nest Coaches
Parent Coordinator
Enrichment Coordinator
PTA officers

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 | | Title I Basic | | Title IIA | | Title III | | 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:

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

- Sign in sheets will be analyzed mid-year to determine if attendance has improved at various functions for parents/guardians ; what had the best turn-out as opposed to the fewest in attendance
- Parent surveys will be given mid-year to get feedback as to what they found most informative
- Parent surveys will be given out to get suggestions for next steps

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

| | | | | | |
|-----|--|--|-----|--|----|
| 41. | Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
|-----|--|--|-----|--|----|

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

| | |
|--|--|
| | |
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| | | | | |
|--|---|---|--|---|
| | | <p>comprehension.</p> <ul style="list-style-type: none"> • Strategies will include: • 4th grade Journeys Guided Reading Book • 4th grade (teacher made) Non-Fiction/Fiction complex text passages • Good Readers/Great Habits • Repeated Reading with Comprehension Strategies • Teacher made task cards • Sequence of Events/Retelling • Predicting/ Inferencing • Making Connections/Prior Knowledge • Genre Identification • Text Evidence, Text Features, Text Strategies Questioning | | |
| | <p>Benchmark Assessments, DRA Scores, Teacher Anecdotal, Student Work, Teacher Observations</p> | <p>4. RTI Model – Classroom will be building the RTI model into their daily ELA block, or cluster teachers will be meeting with students to provide intervention strategies. Teachers work with targeted students identified by the Grade and Core RTI Teams. Teachers work with these students to scaffold instruction where remediation is needed.</p> <ul style="list-style-type: none"> • Strategies will include: • Good habits/Great Readers, Get Ready NY, Foundations • Concepts taught through the use of manipulatives and interactive white board resources to support content. • Use of visuals and kinesthetic approaches such as tapping out sounds • Modeling fluency and comprehension strategies • Repeated Reading with Fluency Strategies • Highlighting important information • Utilizing Graphic | <p>Small Group Instruction</p> <p>Individual 1:1</p> | <p>During the School Day # of Students:2</p> <p>During the School Day # of Students:2</p> |

| | | Organizers | | |
|--------------------|---|--|-------------------------------------|--|
| Mathematics | 4 th and 5 th Grade students who received between 0-50% on the 2013-2014 ELA and Math State Exams | 1. Saturday Academy - The purpose of the program is to provide additional academic support in ELA and Math. Every 3 rd grader will be invited to attend this program, as well as approximately seventy 4 th and 5 th graders. The focus of the Saturday Academy is the students who scored between 0-50% in last year's ELA and Math State Exams. The goal is the progression of level 1 students into the 2 level. The students will be utilizing the GetSet Program for Math & ELA. | Small Group Instruction | SATURDAYS January 10 th -March 28th 8:30-11:30 A.M or 12:00 – 3:00 P.M. # of Students: 120 |
| | 2013-2014 Math State Exams, Go Math Baseline and Benchmark Assessments, Teacher anecdotes, Student work, Teacher Observations | 2. Project Leap- Students in this program have been targeted by our schools RTI Team. Teachers use results from the 2013-2014 State Exams as well as teacher driven data from Math Baseline and Benchmark Assessments to identify skills that these students need greater support with. <ul style="list-style-type: none"> • Strategies will include • Go-Math, Go-Math Reteach book and Everyday Math games, resources, and on-line interactive resources • Concepts taught through the use of manipulatives and interactive white board resources to support content. • Teacher modeling and Think Aloud • Drawing models and diagrams • Flash cards with repeated practice • Introduce and review math vocabulary • Hands on/discovery based approach, Everyday Math Games • All lessons contain a minimum of 2 essential questions that students are held accountable for answering by the end of the intervention session. | Small Group Individually 1:1 | During the School Day # Students: 43 During the School Day # of Students: 2 |

| | | | | |
|---|--|--|--|--|
| | Go Math Chapter Assessments, Teacher anecdotes, Student work, Teacher Observations | <p>3. RTI Model – Classroom will be building the RTI model into their daily Math block, or cluster teachers will be meeting with students to provide intervention strategies. Teachers work with targeted students identified by the Grade and Core RTI Teams. Teachers work with these students to scaffold instruction where remediation is needed.</p> <ul style="list-style-type: none"> • Strategies will include: • Finish Line, Common Core Performance Coach Book, NY Progress Book • Teacher modeling and Think Aloud • Concepts taught through the use of manipulatives and interactive white board resources to support content. • Hands on/discovery based approach, Everyday Math Games • All lessons contain a minimum of 2 essential questions that students are held accountable for answering by the end of the intervention session. | Individually 1:1 | During the School Day # of Students: 1 |
| Science | Science is aligned to the instruction provided by the intervention teacher. | Science is aligned to the instruction provided by the intervention teacher. | Science is aligned to the instruction provided by the intervention teacher. | Science is aligned to the instruction provided by the intervention teacher. |
| Social Studies | Social Studies is aligned to the instruction provided by the intervention teacher. | Social Studies is aligned to the instruction provided by the intervention teacher. | Social Studies is aligned to the instruction provided by the intervention teacher. | Social Studies is aligned to the instruction provided by the intervention teacher. |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Based on school evaluation - IEP mandated service | <p>Guidance Counselor- Peer mediation; Conflict resolution; Fostering social emotional awareness, self-esteem, self-respect, caring classroom; Improving attention, focus, and behavior; career development; Crisis Intervention; Parental contact & Counseling; ACS referral & Outreach</p> <ul style="list-style-type: none"> • Strategies may include: • Play Therapy, Art Therapy, Biotherapy • Social Skill Activities, Games, Social Stories, Social Scenarios, Sensory Strategies to regulate | <p>Individual 1:1</p> <p>Small Group</p> <p>Small Group and Individual 1:1</p> | <p>During the School Day # of Students: 6</p> <p>During the School Day # of Students: 29</p> <p>During the School Day # of Students: 4</p> |

| | | | | |
|--|------------------------------------|---|----------------|---|
| | | <p>emotions</p> <ul style="list-style-type: none"> • Recognizing/Discussing feeling using visuals/manipulatives, Roll Playing, • Understanding appropriate behaviors | | |
| | At Risk Service, By Parent Request | <p>Social Worker- Meets with students for: Lack of focusing, depression, physical emergencies- as needed. Meets with parents with regards to children who have social issues which are impacting their academics.</p> <ul style="list-style-type: none"> • Strategies may include: • Divorce feelings, Problem Solving Emotions, Organizing Thoughts, Focusing skills and attention, creating lists, and checklists • Counseling Discussion/Activities , Play Therapy • Feelings Box, Breathing techniques and Clearing of Mind | Individual 1:1 | During the School Day # of Students: 7 |

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

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).

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.).

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.

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. P.S. 69, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. P.S. 69 will support parents and families of Title I students by:

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the 2014-15 CEP

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.

**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 31 | Borough Staten Island | School Number 069 |
| School Name The Daniel D. Tompkins School | | |

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 Ms. Doreen E .Murphy | Assistant Principal Mrs. Leila Minaci |
| Coach Jamie Bacetty | Coach Carolyn Sliger |
| ESL Teacher Jean Kashanian | Guidance Counselor Nicole Stantella |
| Teacher/Subject Area Nicholas La Cava | Parent type here |
| Teacher/Subject Area type here | Parent Coordinator Maragret Goodman |
| Related Service Provider Cynthia Schargen | Other type here |
| Network Leader(Only if working with the LAP team) Deborah Maldonado | Other type here |

C. Teacher Qualifications

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

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

D. Student Demographics

| | | | | | |
|--|------------|----------------------|-----------|---|--------------|
| Total number of students in school (Excluding Pre-K) | 942 | Total number of ELLs | 46 | ELLs as share of total student population (%) | 4.88% |
|--|------------|----------------------|-----------|---|--------------|

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

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|--|----|--------------------------------|----|
| All ELLs | 46 | Newcomers (ELLs receiving service 0-3 years) | 37 | ELL Students with Disabilities | 10 |
| SIFE | 0 | ELLs receiving service 4-6 years | 9 | Long-Term (completed 6+ years) | 0 |

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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 |
| Dual Language | | | | | | | | | | 0 |
| ESL | 37 | 0 | 5 | 9 | 0 | 5 | 0 | 0 | 0 | 46 |

| 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 | 37 | 0 | 5 | 9 | 0 | 5 | 0 | 0 | 0 | 46 |
| Number of ELLs who have an alternate placement paraprofessional: <u>3</u> | | | | | | | | | | |

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

| Dual Language (ELLs/EPs*) | | | | | | | | | | | | | | | | | | | | |
|--|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-------|----|
| K-8 | | | | | | | | | | | | | | | | | | | | |
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | | | | | | | |
| | K | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | TOTAL | |
| | 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 | 5 | 4 | 1 | 1 | 4 | 0 | | | | | | | | 15 |
| Chinese | | 1 | | 1 | 3 | 1 | | | | | | | | 6 |
| Russian | 2 | | | | | | | | | | | | | 2 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | 1 | | | | | | | | | 1 |
| Arabic | 1 | 3 | 2 | 4 | 3 | 2 | | | | | | | | 15 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | 2 | 1 | | | | | | | | | | | | 3 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | 1 | | | | 1 | | | | | | | | 2 |
| Other | | | | 1 | | 1 | | | | | | | | 2 |
| TOTAL | 10 | 10 | 3 | 7 | 11 | 5 | 0 | 46 |

Part III: Assessment Analysis

Assessment Breakdown

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

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

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|-----------------|----|----|---|---|----|---|---|---|---|---|----|----|----|-------|
| Beginner(B) | 2 | 1 | 0 | 0 | 3 | 2 | | | | | | | | 8 |
| Intermediate(I) | 1 | 2 | 2 | 3 | 3 | 1 | | | | | | | | 12 |
| Advanced (A) | 7 | 7 | 1 | 4 | 5 | 2 | | | | | | | | 26 |
| Total | 10 | 10 | 3 | 7 | 11 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 46 |

NYSESLAT Modality Analysis

| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| LISTENING/ | 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 | 5 | 3 | 1 | | 9 |
| 4 | 1 | 2 | | | 3 |
| 5 | 7 | 1 | | | 8 |
| 6 | | | | | 0 |
| 7 | | | | | 0 |
| 8 | | | | | 0 |
| NYSAA Bilingual (SWD) | | | | | 0 |

NYS Math

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

NYS Science

| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
|---|---------|----|---------|----|---------|----|---------|----|-------|
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | 1 | | | | 3 | | | | 4 |
| 8 | | | | | | | | | 0 |

| 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.
Paste response to questions 1-6 here

Our staff uses data to inform decision making and drive instruction. Ongoing assessment allows us to not only evaluate student

learning and growth but to also effectively target instruction. The DRA assessment provided the following data about our ELLs:

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

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

1. Our school uses the DRA assessment to: 1) determine reading level (independent instructional or frustration) 2) notice reading behaviors 3) determine guided reading groups 4) decide on instruction for skills block the results inform our instructional plan. Our ELLs benefit from this assessment in that they are placed in appropriate groups for instruction. Small group, differentiated instruction allows the teacher to not only monitor reading comprehension strategies that our ELLs have acquired but to also notice areas where repetition and reinforcement are necessary.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
 2. We have found that the trend in LABR results fall into 5 categories:
 - a. Newcomers who speak minimal or no English become our new beginner ELLs.
 - b. Special education students with severe cognitive delays are also beginner ELLs.
 - c. Students transferring from private, parochial, or out of state whose parents indicate a language other than English along with English on the HLIS usually pass the LABR.
 - d. Students born in the United States who speak only another language, not English, at home tend to score at the low intermediate level of the LABR.
 - e. students who are truly bilingual, with preschool attendance and some English spoken at home tend to score Advanced or pass the LABR. They also achieve a high percentage on the spanish LAB.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

Paste response to question here:
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

4a. The patterns across proficiencies and throughout the grades indicate that speaking and listening skills develop more quickly than reading and writing skills; our ELLs typically follow the accepted stages of language acquisition. Tests that are read aloud, with repeated directions and some explanations yield higher results than tests without modifications. Our ELLs take tests in English except for the NYS Math assessment which is available in several native languages. The above results led to our goal of improving reading comprehension and writing skills. Classroom teachers are well equipped to provide instruction and modeling of the writing process. Small group instruction and guidance during our balanced literacy block benefits our ELLs. Further interventions include an F status teacher who pushes in to support ELLs in their classroom. For our most "at risk" students (determined by ELA and Math scores, periodic assessments, teacher input) we have initiated our ELL TEAM approach-intensive reading and math instruction. Vocabulary development is one of our bottom lines and ELL students are benefitting from this focus and direct, explicit vocabulary instruction. We expect our differentiated, targeted, data driven interventions to have an impact on all state assessments.

Since our goal is for our ELLs to communicate effectively in all modalities and for BICS and CALP to develop as simultaneously as possible, we provide challenging content area instruction which is aligned to classroom activities. We use research based strategies to

enhance learning. The Common Core learning standards now guide our lessons. We use the appropriate scaffolding components to drive instruction.

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

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

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

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

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

7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?

We do not have a dual language program.

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

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

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

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

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

3. Our ESL teacher sends out entitlement letters within the first ten days of school. Follow up phone calls and approaching parents at arrival or dismissal assures their return. At orientation, parents receive help in completing the Parent Survey and Selection Form. If they did not attend orientation, then telephone interviews are conducted and/or meetings are suggested and set up. Parent Survey and Selection Forms are signed by the parent. A copy is placed in the student's cumulative record folder and a copy is placed in a folder and kept in a central location for monitoring purposes. If a parent does not express a programmatic preference in any of the ways mentioned above, the default program is transitional bilingual. If there are 15 students on two contiguous grades who share the same home language and no program is selected, the school will open a bilingual class. Continued entitlement letters are distributed the first week of school the parent completes a tear-off to indicate that they are aware that their child will continue to receive ELL services. Also parent letters are distributed to all students who took the NYSESLAT and are deemed proficient.

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

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

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

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [i](#)

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

Part V: ELL Programming

A. Programming and Scheduling Information

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

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

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

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

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

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

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

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

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

6. How do you differentiate instruction for ELL subgroups?

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

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

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

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

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

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

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

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

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

o Identification of ELLs with special needs is immediate. Our CSE team, along with the IEP teacher and speech teacher, notify the ESL teacher of new admits in alternate placements. The ESL teacher then examines the IEP and home language form. Language needs are determined and necessary interventions are put in place. AIS teachers, using the Wilson technique, along with after remedial strategies are used. Our special education ELLs are mainstreamed with our general education ELLs during ESL. We constantly evaluate our academic process and progress. We are flexible in reviewing, revising, eliminating and implementing strategies. Our teachers collaborate to determine what "works" and will lead to success in a rigorous academic environment. Our

Special Ed ELLs are in ICT classes which provide ample opportunity for interaction with general ed students. They reap the benefits of peer tutoring and good language and behavior models. All our ELLs participate fully, in all classroom and school activities. They are considered assets to our school progress and performance. Speech teachers often collaborate with the ESL teacher to discuss best practices to promote language development. ELLSWD are mainstreamed for ESL classes.

Courses Taught in Languages Other than English

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

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

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

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

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

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

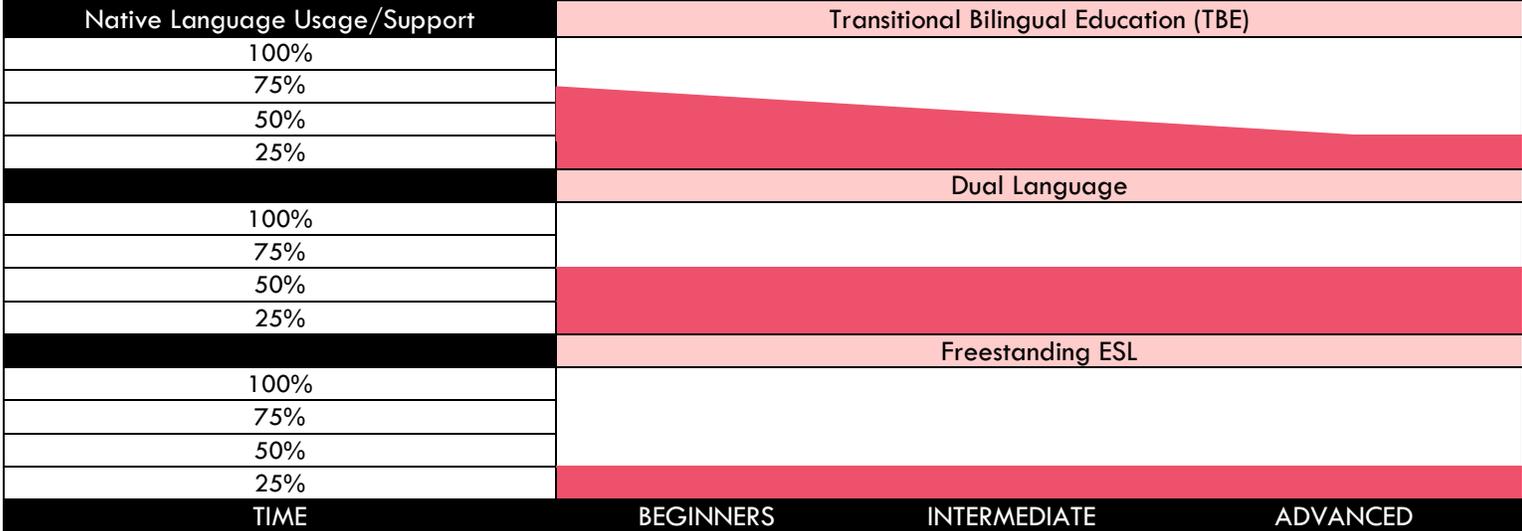
| | Beginning | Intermediate | Advanced |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 540 minutes per week | 360 minutes per week | 180 minutes per week |

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

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

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

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

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

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

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

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

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

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

13. Our ELLs are afforded equal access to all school programs. Our School wide Enrichment Model provides ample opportunities for our ELLs to participate in enjoyable, non-threatening and educational activities. Type I assemblies, Brown Bag Lunches, MIM (specialized interest periods), and Talent Pool focus on the strengths of each student. ELLs actively participate, develop and showcase their talents, and bolster their confidence by involvement in this initiative. ELLs not only have equal access to all our daily programs, but also participate in after school activities. Parents are notified (translations available) about Anchor Society, homework help, anchors away, test prep, enrichment clusters, evening events and all other supplemental activities.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list

ELL subgroups if necessary)?

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

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
elopment in all modalities. we know use Ready Gen and Go Math. Smartboards are proven to be effective instructional tools.

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

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

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

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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

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

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

We do not have a dual language program.

C. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

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

September – Identification of ELLs

October – Multicultural issues and the ELL student

November – States of language acquisition

December – ESL techniques and methods

January – Ideas for classroom teachers

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

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

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

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

D. Parental Involvement

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

Paste response to questions 1-4 here

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

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

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

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: The Daniel D. Thompkin School

School DBN: 31R069

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 31R69 School Name: Public School 69R

Cluster: 5 Network: CEI-PEA

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

Part A: Needs Assessment Findings

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

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

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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 as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by September 30, 2014.

Part A: School Information

| | |
|--|-------------|
| Name of School: Daniel D. Tompkins School | DBN: 31R069 |
| This school is (check one): | |
| <input type="checkbox"/> conceptually consolidated (skip part E below) | |
| <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below) | |

Part B: Direct Instruction Supplemental Program Information

| | | | |
|---|--|--|--|
| The direct instruction component of the program will consist of (check all that apply): | | | |
| <input type="checkbox"/> Before school | <input checked="" type="checkbox"/> After school | <input checked="" type="checkbox"/> Saturday academy | <input checked="" type="checkbox"/> Other: During school |
| Total # of ELLs to be served: 42 | | | |
| Grades to be served by this program (check all that apply): | | | |
| <input checked="" type="checkbox"/> K | <input checked="" type="checkbox"/> 1 | <input checked="" type="checkbox"/> 2 | <input checked="" type="checkbox"/> 3 |
| <input checked="" type="checkbox"/> 4 | <input checked="" type="checkbox"/> 5 | <input type="checkbox"/> 6 | <input type="checkbox"/> 7 |
| <input type="checkbox"/> 8 | <input type="checkbox"/> 9 | <input type="checkbox"/> 10 | <input type="checkbox"/> 11 |
| <input type="checkbox"/> 12 | | | |
| Total # of teachers in this program: 5 | | | |
| # of certified ESL/Bilingual teachers: 2 | | | |
| # of content area teachers: 3 | | | |

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

P.S. 69 is located in the Heartland Village neighborhood of Staten Island, New York. We have approximately 945 students. Our ELL population fluctuates between 45-60 students. Entitled students in grades K -5 participate in one of 3 ESL instructional programs outlined in our LAP and Title III overviews. We are committed to providing a quality, standards based education for our ELLs. Our expectations for their achievement is on par with our expectations for our monolingual students.

Our Title III LEP Program is geared towards meeting the needs of our school community, supporting language development and achieving academic success. Upon examination of our 2013/2014 NYSESLAT Modality Report, ELA results and discussions with teachers and parents, we have determined that ELLs in grades K to 5 would benefit from further supplemental instruction in the 4 modalities, with a concentration in reading and writing. We believe our supplemental programs will further strengthen the home-school connection and as such our students, parents and teachers will benefit from participating in the programs outlined below.

S.O.S. - Signs of Success Grades 1/2 - 20 students, Grades 3/4 - 14 students. January 6,2015 through April 30, 2015 for fifteen weeks (30 sessions). Tuesday 3:40p.m. - 4:40p.m. Thursday 2:40p.m. - 3:40p.m.

Two Highly qualified, ESL trained, content area teachers who have shown effective implementation of the Common Core State Standards in both reading and math. An ESL teacher will be hired to push in to each group for 1/2hour each session.

In order to reinforce reading comprehension and/or math skills introduced during the school day, our ESL students will attend review sessions after school. These supplemental instructional support services will be held for one hour two times a week. Our students will benefit from this small group guided intervention as they practice and subsequently acquire the skills necessary for classroom achievement and success. Each after school teacher will work on the skills deemed necessary by the classroom teachers. Instruction will be driven by the accumulated data which is discussed during collaborative sessions. The reading period will include strategies for finding main idea and supporting details, making inferences, determining fact from opinion etc. The math period will entail (but not limited to)the remediation and review of math concepts, relevant vocabulary, and the demands of word problems.

The use of IPADS, on a rotating schedule for each child in the after school program, will further aid in reinforcing and reviewing reading comprehension skills as well as math concepts. Our school has purchased licenses for Achieve 3000 and Brainpop ESL. Our ELLs will benefit from the the visual

Part B: Direct Instruction Supplemental Program Information

representations, engaging activities and good language models these programs provide. IPADS will allow us another means of scaffolding instruction. S.O.S is a direct result of collaborating with teachers and the fact that many of our ELL parents are unable to help their children with assignments. We chose to purchase IPADS, rather than use school computers, so that the students will have the opportunity to take them home and continue practicing and learning. This of course will be contingent upon written parental agreement and responsibility.

All IPADS will be locked in a secure cabinet in the technology coach's room. Her responsibilities include inventoring the IPADS on a daily basis

The language of instruction is English.

Co- Teach - Grades 2 (8 students), Grade 4 (7 students), and Grade 5 (8 students) - October 2014 through May 2015, Tuesday and Thursday 8:15 to 2:35.

A certified ESL teacher will be hired to provide supplemental support to our ELLs in grades 2, 4 and 5 in their classroom, at no cost to the program. Our rationale for implementing this initiative includes:

A. Feedback from classroom teachers (anecdotal, exam results, classwork) who indicated that their ELL students would benefit from immediate, clear and sustained support not only during direct instruction but also during the work period. Push in services during content area instruction will provide crucial vocabulary clarification and further explanation of content concepts.

B. Our analysis of the 2014 ELA and Math assessments along with the 2014 NYSESLAT results shows deficits in reading and writing.

C. The observations of pedagogues that this subgroup of students works best in a small group controlled environment which in effect reduces the student teacher ratio. These students will receive the scaffolded instruction they need in order to succeed as they acquire academic language.

This consistent, sustained, and supplemental service will support our students in all subject areas. Our focused initiative will provide targeted, differentiated instruction to our ELLs who have acquired both verbal and listening skills but are delayed in reading and writing. This approach will facilitate comprehension not only of core reading, writing, and math skills but will also aid in acquiring science and social studies concepts.

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

Saturday Academy - Grades 2, 3, 4, 5 January 10, 2015 through March 28, 2015, 9:00a.m. - 11:30a.m. for a total of 11 Saturdays. Two teachers with extensive knowledge of the demands of NYS ELA and Math assessments as well as experience with science content. One ESL teacher will provide further review and practice, for ELLs, with the academic rigors of the state assessments. One teacher will work with approximately 16 ELLs in grades 2/3 while the other teacher will teach grades 4/5 with about 15 ELLs. We are scheduling 60 minutes for literacy, 60 minutes for math and 30 minutes for science. The

Part B: Direct Instruction Supplemental Program Information

ESL teacher will push in during the literacy block for each group as well as the science session for the grades 4/5 group.

Saturday Academy has a three fold purpose:

1. Focus on understanding the demands of the questions and directions on the New York State ELA and Math exams. 2. Increasing vocabulary fluency 3. Writing relevant response answers. 4. Increasing comprehension of science content.

We will focus on skills which need to be retaught and/or reviewed based on the recommendation of both the classroom and ESL teacher. Interim assessment and in classroom observations drive this decision.

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

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

Part C: Professional Development

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

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

Begin description here:

In an effort to create a professional learning community, our on-going PD offered by our ESL teacher gives teachers the opportunity to not only enhance prior knowledge but to also initiate topics for future workshops. Our PD is researched based and relevant to student/teacher needs. ELL issues, techniques, strategies and data are discussed in an effort to include ELLs in all aspects of classroom practices. Our entire staff and support personnel will participate in on-going professional development dealing with ESL issues.

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

We plan to hold Lunch and Learn meetings, morning study groups, and use the newly implemented

Part C: Professional Development

PD time so that teachers may examine and discuss research based articles and professional texts (Connecting Content and Language for English Language Learners) pertaining to ELL students. In this way our teachers will implement strategies which are relevant and have been proven successful. In addition, Mrs. Kashanian will provide workshops on Tuesday afternoon from 2:40p.m. - 3:20p.m. to teachers by grade level K/1, 2/3, 4/5.

Topics include but are not limited to:

Identification and Placement of ELLs – November

Stages of Language Acquisition – December

ESL techniques and strategies for the classroom/content teacher – January

Newcomer ELLs in the Classroom – February

Cultural Issues – March

Testing Regulations/Modifications for ELLs - April

Our ESL teacher, as well as classroom teachers, will be sent to high quality, research based ESL conferences and workshops as they become available and are deemed worthwhile.

Our professional development activities are aligned with our instructional program and aim to illuminate the unique needs of ELLs relating to cultural/family issues, “what works” at each level/stage of language acquisition, and meeting the rigors of CCLS.

Part D: Parental Engagement Activities

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

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

Begin description here:

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

In an effort to empower parents and raise their confidence level, our ESL teacher will conduct Adult English Classes for parents of our students. January 8 ,2015 - April 24, 2015. Thursday 8:30a.m. - 10:00a.m. at no cost to the program.

Our adult English class is conducted by our fully certified ESL teacher. About 8 -12 students attend

Part D: Parental Engagement Activities

each session which runs on a 10 week cycle. The language of instruction is English. This is an essential service which enables parents to better participate in their child's education.

Additionally, the last 15 minutes of each session will be an open forum wher the parents can discuss their concerns and have their questions answered; generally receive any help they may need. Translators will be provided.

During workshops provided by our coaches, with translators facilitating, guardians will have the opportunity to observe how their children are taught essential skills. They will learn how to encourage higher order thinking by asking depth of knowledge questions. This intern will encourage them to continue to use relevant questions at home, do meaningful read alouds and generally participate in molding their children to be creative thinkers.

Tentative schedule: September 18, 2014 - Brown Bag Lunch for Pre-K and Kindergarten Parents/Guardians Only 11:05a.m. Speaker: Mrs. Margaret Goodman Parent Coordinator Topic: Mrs. Goodman will be discussing school procedures as well as MyLunchMoney.com.

October 16, 2014 - Brown Bag Lunch K-2 11:05a.m. Speaker: Mrs. Kashanian ESL teacher. Topic: How to do meaningful read alouds.

November 20, 2014 - PTA Meeting 7:30p.m. Anchor Academy: Cuddle Up With A Good Book. Presented by: 1st Grade Teachers

December 8, 2014 - 10:00a.m. Speaker: Mrs. Olga Caserta and Mrs. Stefanie Laursen. Topic: Positive Behavior Supports Wokrshop for parents of students with special needs.

December 15, 2014 - Grades K -2 11:00a.m. Grades 3 - 5 12:00p.m. Speaker: Mr. LaCava and Mrs. Mangialomini. Topic: Creating a Super Science Fair Project.

Our other scheduled workshops include: Techniques of effective questioning, Expanding writing reponses, writing for math, Unlocking word problems.

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

Part E: Budget

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

Allocation Amount: \$11,200

| 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 | \$8,885.48 | Professional Salaries: Signs of Success 3 teachers x 1 hr x 30 sessions x |

| Part E: Budget | | |
|---|-----------------|---|
| FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan. | | |
| Allocation Amount: <u>\$11,200</u> | | |
| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
| fringe benefits) <ul style="list-style-type: none"> Per session Per diem | | \$51.51 = \$4635.90 Saturday Academy 3 teachers x 2.5hrs x 11 sessions x \$51.51=\$4,249.58 |
| Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. | N/A | _____ |
| Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. | \$2,240.00 | 7 IPADS at \$299.00 each for After School Program =\$2093.00 Purchase: "Connecting Content and Language for English Language Learners" for PD 4x29.99=119.96 Supplies \$27.04 |
| Educational Software (Object Code 199) | N/A | _____ |
| Travel | N/A | _____ |
| Other | N/A | _____ |
| TOTAL | \$11,125.48 | _____ |