

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

20K069

School Name:

P.S. 69 VINCENT D. GRIPPO SCHOOL

Principal:

JAYNEMARIE CAPETANAKIS

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: P.S. 69 The Vincent D. Grippo School School Number (DBN): 20K069
Grades Served: K-5
School Address: 6302 9th Avenue, Brooklyn, NY 11220
Phone Number: 718-630-3899 Fax: 718-630-3894
School Contact Person: Jaynemie Capetanakis Email Address: Jcapeta2@schools.nyc.gov
Principal: Jaynemie Capetanakis
UFT Chapter Leader: Anna Caligara
Parents' Association President: Sally Goh
SLT Chairperson: Donna Pollari
Title I Parent Representative (or
Parent Advisory Council
Chairperson): n/a
Student Representative(s): n/a
n/a

District Information

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

Borough Field Support Center (BFSC)

BFSC: Brooklyn South Director: Cheryl Watson-Harris
Director's Office Address: 415 89th Street Brooklyn, NY 11209
CherylWatson@schools.nyc.gov
Director's Email Address: (718) 759-4862
Phone Number: (718) 759-4862 Fax: (718) 759-4960

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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Mabel Moy	Member/ parent	
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools

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.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

P.S. 69 is proud to be named The Vincent D. Grippo School in honor of the late superintendent of Community District 20. Opened in September 2002 on the border of Sunset Park and Bay Ridge, P.S. 69 has a current enrollment of 857 students in grades Kindergarten through 5 with 10% of the population are Students with Disabilities. The majority of our student population reflects the growing Chinese-American immigrant community with over 58% ELL population. In addition to a rigorous academic education in literacy and mathematics, students receive instruction which includes an immersion in the arts and technology, combined with science, social studies, music, and physical education for all. The mission of P.S. 69 is to provide a safe environment that supports, nurtures and encourages academic success for all students. We are committed to providing all students the resources necessary to achieve a collaborative partnership among students, parents and staff.

In 2015-2016, our school plans to continue to provide a safe, supportive and challenging environment and experiences which students can succeed. Everyone in the school community aims to work toward a shared goal. With trust, this shared goal of student achievement will be reached. Key areas of focus include:

- providing rigorous instruction aligned with the Common Core State Standards in literacy and math, as well as other content areas;
- increasing student's language acquisition through purposeful arts experiences that engage students in reading, writing, listening and speaking;
- cultivating a culture where teachers collaborate and develop interdisciplinary curriculum with integration of the arts and technology;
- building stronger family-community ties through conversations and workshops during parent engagement times

Our school is comprised of four (4) Kindergarten classes, five (5) first grades, four (4) second grades, five (5) third grades, five (5) fourth grades, five (5) fifth grades and two (2) self-contained Special Education Bridge Classes. The average class size in grades K-2 is thirty (30). Since 2005, overflows of zoned Kindergarten students have attended Kindergarten at other District 20 elementary school with a right to return to P.S. 69 in first grade. In Spring 2015, over 500 families applied for Kindergarten at P.S. 69; this far exceeds the capacity to which the school can accommodate. In order to support the ELL population, Chinese bilingual classes are offered in kindergarten, first grade and second grade. In response to the CR Part 154 and the academic demands of our students, self-contained ENL classes are in Kindergarten and third grade. Letters, notices and report cards are provided with Chinese, Spanish and Arabic translation.

P.S.69 aims to provide rigorous and differentiated instruction to ensure all students, including ELLs and Students with Disabilities, make significant gains in literacy and math. The instructional program is based upon achieving Common Core State Standards in student grade level performance and progress. We continue to implement a Balanced Literacy Program throughout the grades during a blocked literacy period, which includes reading and writing workshop, as well as word study. The Literacy program utilizes the Common Core level texts provided by ReadyGen with an implementation of teacher created lessons and unit planning crafted by grade level with Literacy Coach support. ENL, AIS RTI, SETSS teachers, and a library teacher provide further support for teachers and students. Our mathematics program, Go Math is implemented during a Math block and supported by a full-time Math Coach and three SETSS teachers. Our Science program utilizes a state-of-the-art Science lab supplemented by the Harcourt Houghton Mifflin program in grades K through 5. Our Social Studies program follows NYS Standards and is supplemented by Harcourt Houghton Mifflin textbooks. The instruction is supplemented by a strong fine arts program including Music, Band, Art Studio, Chorus, TADA, Studio in a School and the Violin Program. Teachers are working to include more project-based

activities with a focus on small group instruction and higher order thinking skills. Students are equally engaged in team talk, accountable talk and grand conversations. Technology is an integral part of our instructional program. All classrooms, including the Library, Science Lab, and Art Studio, are equipped with Smart Boards and every classroom has access to wireless computer carts. A full-time Technology Teacher and a full-time Computer Technician provide ongoing support of the program by facilitating workshops and maintaining hardware and software.

P.S. 69 is recognized a Showcase School, for two consecutive years, for providing a deep and challenging curriculum in visual arts, music, dance and theater, provided by a collaborative team of skilled professionals. Visual arts and music teachers lead the way, along with contributions from all teachers, to integrate the arts across the curriculum. Strong relationships with outstanding arts organizations complete this dynamic framework. All arts curriculum is developed in alignment with the NYC DOE's Blueprint for the Arts, the Common Core Standards and Danielson's Framework for Teaching. Additionally, P.S. 69 is pioneering the development and use of formative assessments in the visual arts. P.S. 69 has formed relationships with several outside agencies including Arts Connection; New York Public Library; Dancing Classrooms; TaDa Youth Theater; Noel Pointer Foundation (Violin); Poetry Alive; and the Brooklyn Chinese American Association, a local community based organization to support the Arts curriculum. On Showcase visits, educators learn how to naturally infuse arts into the literacy curriculum, see systems and structures that bring arts programming to all students and understand how to use the arts to bolster early language acquisition. Each experience helps to build a student's ability to read, write, listen and speak, which helps them to be successful in all areas. This year we will continue to focus on providing our students and families with programs that highlight visual, musical and theatrical arts.

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

20K069 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	847	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	92.3%	% Attendance Rate		97.3%
% Free Lunch	92.4%	% Reduced Lunch		3.9%
% Limited English Proficient	54.0%	% Students with Disabilities		12.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		0.5%
% Hispanic or Latino	8.0%	% Asian or Native Hawaiian/Pacific Islander		82.7%
% White	8.3%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	8.25	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		3.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)		7.6
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	43.8%	Mathematics Performance at levels 3 & 4		65.6%
Science Performance at levels 3 & 4 (4th Grade)	91.5%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		YES
Students with Disabilities	N/A	Limited English Proficient		YES
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.
 - Summarize your school’s strengths and needs relative to this 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 trends and sources.
-
- Based on 2015 NYS English Language Arts test results, the school achieved 45.3% in Levels 3 and 4 which was 14.9% higher than the citywide average of 30.4% and 4% higher than the district average of 41.3%.
 - 17.7% of the Students with Disabilities achieved in Levels 3 and 4, exceeding the city average of 6.9% and the district average of 10.7%
 - 23.7% of the English Language Learners achieved in Levels 3 and 4, exceeding the city average of 4.4% and the district average of 8.2%
 - Based on 2015 NYS Mathematics test results, the school achieved 69.4% in Levels 3 and 4 which was 34.2% higher than the citywide average of 35.2% and 14.4% higher than the district average of 55%.
 - 35.5% of the Students with Disabilities achieved in Levels 3 and 4, exceeding the city average of 11.3% and the district average of 18.7%
 - 56.5% of the English Language Learners achieved in Levels 3 and 4, exceeding the city average of 14.6% and the district average of 33.7%
 - In the 2015 Common Core aligned NYSESLAT,
 - 25% of students scored at Level 5 Commanding
 - 50% of students scored at Level 4 Expanding
 - 8% of students scored at Level 3 Transitioning
 - 10% of students scored at Level 2 Emerging
 - 7% of students scored at Level 1 Entering

It is important to note that 492 students take this exam, which makes up approximately 58% of the school population.

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

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

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

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

Specific goals for improvement include:

- By June 2016, all student subgroups in Grades 3-5 will improve in their ELA performance, as demonstrated by the number of Level 3 and 4 students, increasing by 5% as measured by the NYS ELA Assessment and the Fountas & Pinnell Benchmark Assessments, an indicator used for Measures of Student Learning (MOSL).
- By June 2016, all student subgroups will improve in their Mathematics performance, as demonstrated by the number of Level 3 and 4 students, increasing by 5% as measured by the NYS Mathematics Assessment and locally-selected periodic mathematics assessments.
- By June 2016, the Students with Disabilities subgroup will increase by 5% at the 75% growth percentile in English Language Arts and by 5% at Level 3 or 4 on the NYS Mathematics Assessment, as indicated by the 2015-2016 Progress Report.
- By June 2016, the number of English Language Learners in Grades K-5 will increase two reading levels as measured by the Fountas & Pinnell Benchmark Assessments.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<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>Literacy Block:</p> <p>During this literacy block, teachers engage students in reading, writing, listening and speaking activities outlined in the ReadyGen curriculum which is aligned with the Common Core Learning Standards. Within each module,</p>	<p>All students in grades K-5 including general education students, students with disabilities and English Language Learners</p>	<p>September 2015-June 2016</p>	<p>All teachers including the Literacy Coach, Math Coach, Data Specialist, Principal and Assistant Principals</p>

<p>students are immersed in literacy skills and strategies from grade anchored texts supplemented by support texts. At the end of the each module, a performance task is administered and at the end of each unit, an assessment is given for vocabulary, writing and comprehension.</p> <p>Math Block:</p> <p>The Common Core based mathematics program by Houghton Mifflin Harcourt program is implemented in all grade levels. The GO Math! program meets the demands of the Common Core Learning Standards in mathematics, particularly to deepen the understanding and students’ ability to demonstrate conceptual understanding.</p> <p>Common Core Performance Tasks:</p> <p>Every grade level, K through 5, implements performance tasks at the end of each module unit in conjunction with the ReadyGen curriculum. This is part of a more rigorous expectation in English Language Arts as detailed in the Citywide Instructional Expectations.</p> <p>Every grade level, K through 5, implements units of study that culminate with the Go Math! NY Performance Task. This ensures that students are able to accomplish more rigorous tasks in mathematics.</p>			
<p>Tier I and Tier II interventions:</p> <p>Teachers using Response to Intervention (RtI) and licensed special education teachers service students based on individual needs in collaboration with the classroom teacher. At this time, every child within the classroom is serviced within a needs-based small group. Instruction takes the form of guided reading/strategy groups using non-fiction and fiction text sets as well as big books and word manipulatives. At the time of service, each service provider documents the strengths and challenges each student demonstrates in order to inform future planning. Research-based programs implemented are the Orton Gillingham Approach conducted by an associate of the Academy of Orton-Gillingham Practitioners and Educators (A/AOGPE), Wilson</p>	<p>Selected students in grades K-5 who are not serviced by SETSS teachers. Students are screened for RtI and if adequate progress is made, service is terminated. After 8 weeks, as students are progressing, other students are rotated into the group.</p>	<p>September 2015-June 2016</p>	<p>AIS teachers, Literacy Coach, Math Coach, IEP Teacher, SETSS Teachers, RtI Teacher, Principal and Assistant Principals</p>

<p>Fundations, Morphology by Ronald Yoshimoto, Explode the Code, Early Reading Comprehension in Varied Subject Area, Specialized Program Individualizing Reading Excellence SPIRE, Visualizing & Verbalizing by Nancy Bell, Words Their Way, and MONDO reading intervention.</p> <p>Math RtI Interventions are imbedded into the GO Math! program and the classroom teachers are supported by the SETTS teachers with small group instruction.</p> <p>Content area interventions are addressed through literacy.</p>			
<p>ELA after-school program:</p> <p>Students in need of improvement, particularly students who achieved a Level 1 or 2 on the NYS ELA Assessment, are invited to attend an afterschool tutorial each week. The focus is placed on reading and test taking strategies and skills. Instruction is differentiated according to the needs of the students.</p> <p>Math after-school program:</p> <p>Students in need of improvement, particularly students who achieved a Level 1 or 2 on the NYS Mathematics Assessment, are invited to attend an afterschool tutorial each week. The focus is placed on mathematics and test taking strategies and skills. Instruction is differentiated according to the needs of the students.</p> <p>ELA/Math After-school Program for ELL students:</p> <p>An after-school program is offered to students in need of improvement in Grades 3, 4, and 5 to prepare for the ELA and Math exam by grouping students according to their proficiency levels. The ELA and Math program focuses on vocabulary, questioning, word problems, and written explanations.</p>	<p>Selected students in grades 3-5 including general education students, students with disabilities and English Language Learners</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principals, teachers who participate in the afterschool program, Literacy Coach, Math Coach</p>
<p>Parent engagement opportunities on Tuesday afternoons provide another avenue for increased communication between home and school. During that time, teachers can communicate with parents about student progress.</p>	<p>Parents and families of all K-5 students</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principals, Literacy Coach, Math Coach, Parent Coordinator, all teachers and support staff in grades K through 5</p>

All of the preceding activities continue to work towards the shared goal of improving student outcomes and preparing student for success in school and beyond. All school staff, students and parents show trust across the community.			
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

The school follows a 7 day schedule.

ReadyGen and GO Math! Instructional materials

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

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

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

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

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Common Core Performance Tasks:

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

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

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

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Assessment for the school environment was done using the 2014-2015 School Learning Environment Survey, the 2014-2015 School Quality Snapshot and the Online Occurrence Reporting System (OORS). In the 2014-2015 School Survey, P.S. 69 earned 95% Positive responses as opposed to 92% of the citywide average for Supportive Environment.

The school establishes a classroom and school culture where students feel safe, supported and challenged. The students are instilled values of kindness and respect with daily reminders and a school-wide reward incentive. Teachers and staff work collaboratively, including ESL, AIS, RTI and SETSS teachers pushing into the classroom to support the students, as well as pulling out students for more individualized/small group instruction. The school also implements making good choices with “Stop, Think and Choose” and the Positive Behavioral Interventions and Supports (PBIS) program.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By implementing “The Leader in Me” Program in 2015-2016, we will add to the supportive environment and decrease OORS reports by 5%.

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

- Restore dignity and respect to the craft of teaching and school leadership by believing in ourselves and our students’ ability to be successful knowing that what we do does matter. This includes encouraging our students to be kind to one another continuing “Stop, Think and Choose” and adding an affiliation of “The Leader in Me.”

By June 2016, regarding safety and order, there will be an increase in guidance counselor classroom visits and focused workshops for parents and staff to provide preventative disciplinary measures with guidance from “The Leader in Me” program.

By June 2016, staff members will establish a culture for learning for all students, especially those in high need subgroups, with focused effective feedback including clear next steps that determine student accountability for learning goals and expectations to prepare them for their next grade while ensuring their ownership of the learning process. This will be done by implementing the 7 Habits outlined by “The Leader in Me” program.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<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>The Individualized Education Plan IEP Action Plan ensures that all students have access to rigorous curriculum and inclusive communities and classrooms, with appropriate supports and services, to prepare them for college, careers, and independent living.</p> <p>The LRE/SIT Least Restrictive Environment/School Implementation Team and the Pupil Personnel Team PPT/AIS/Rtl meet monthly.</p> <p>Focus areas include:</p> <ul style="list-style-type: none"> • providing training for all staff on the roles of the Related Service Providers • collaborating with parents with IEP students to address concerns and assist parents in providing additional student support • implementing special education strategies and materials in the general education classrooms writing quality IEPs 	<p>Teachers servicing the K-5 student population including general education students, students with disabilities and English Language Learners</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principals, Related Service Providers</p>

<p>Teachers and students establish a risk-free learning environment. Students are given the opportunity to self/peer- evaluate/review each other’s work at least once per unit. These evaluations are measured with teacher/student- created, self/peer evaluation sheets. The students use rubrics to monitor their progress as well as their next learning steps.</p>	<p>All teachers and students</p>	<p>September 2015-June 2016</p>	<p>All teachers and support staff in grades K through 5</p>
<p>Random acts of kindness and positive community membership are modeled and encouraged by administrators, staff, students and families. In daily announcements, students are reminded to “Be Kind to Each Other” as part of a school-wide behavior intervention plan. Students earn “Acts of Kindness” tickets for their actions of kindness daily. Students are reminded to “Stop, Think & Choose.” Students are selected as “Acts of Kindness” winners monthly and parents are also invited to a “Breakfast with the Principal.”</p> <p>All students and families become familiar with the Positive Behavioral Interventions and Supports (PBIS) for “Stop, Think and Choose.” The entire school community will implement the 7 Habits as outlined by "The Leader in Me" program.</p> <p>“Stop, Think and Choose” and "7 Habits" posters are displayed in all classrooms. Copies of posters are sent home. The guidance counselor conduct lessons based on the “Respect for ALL” curriculum with the students.</p>	<p>Entire School community</p>	<p>September 2015-June 2016</p>	<p>All teachers and support staff in grades K through 5</p>
<p>Parent workshops are held once or twice a month conducted by the Literacy coach, the Math coach, and school staff or outside agencies to help parents understand how the school curriculum is aligned with the Common Core Learning Standards. The School Based Support Team SBST also presents strategies to the parents related to social and emotional development.</p> <p>Parent engagement opportunities on Tuesday afternoons provide another avenue for increased communication between home and school. During that time, teachers can communicate with parents about student progress.</p> <p>All of the preceding activities continue to work towards the shared goal of improving student outcomes and preparing student for success in school and beyond. All school staff, students and parents show trust across the community.</p>	<p>Parents and families of all K-5 students</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principals, Literacy Coach, Math Coach, Parent Coordinator, all teachers and support staff in grades K through 5</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

The school follows a 7 day schedule. Within 7 days, teachers are provided with an 8th professional development period with the Literacy and Math Coaches. Within the same 7 days, an additional day for literacy and math PD is provided for optional opportunities for guidance and planning.

ReadyGen and GO Math! Instructional materials

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

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

Guidance Counselor inputs into OORS and creates the reports for review.

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

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Data from the Online Occurrence Reporting System will reviewed and compared to data from the previous year, for the same timeframe. Adjustments in behavioral modifications will be made accordingly. Students earn “Acts of Kindness” tickets for their actions of kindness. Students are reminded to “Stop, Think & Choose.” The guidance counselor implements the “Respect for ALL” curriculum. Students are trusted to review and analyze their own work. They conduct self-assessments, peer advising and peer editing.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

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

Based on the 2014-2015 Learning Environment Survey, 71% of teachers strongly agree and 23% of the teachers agree that the administration, teachers and staff collaborate to make this school more effective.

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

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all teachers will engage in a professional learning community where teachers will reflect on strengths and challenges to improve student learning and develop instructional strategies to promote student achievement as evidenced by student engagement in performance tasks.

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

- Create new collaborative and innovative models by including experiential and project based learning opportunities for students linked to curriculum and across content areas along with peer visitation to support collegiality and cooperation.

- As part of the Showcase School Initiative, our goal is to share best practices with professionals across the city.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<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>Professional Development and Planning:</p> <p>A 7-day cycle is used to maximize scheduling opportunities for staff and students. Within 7 days, teachers are provided with an 8th professional development period with the Literacy and Math Coaches. With each unit additional professional development is scheduled with the Literacy Coach to help teachers plan for lessons aligned with Common Core Learning Standards (based on the ReadyGen curriculum), differentiate instruction, score and analyze assessments, and determine next steps. Teachers determine the instructional needs of their students through the analysis of the performance tasks, the end of unit assessment, and informal observations. During grade meetings and professional development sessions they also use their knowledge of this analysis to formulate strategy groups. Throughout the school year, professional development in mathematics is offered to the classroom teachers and support staff, with a focus on differentiated instruction, Common Core Learning Standards, and the implementation of the GO Math! program. The Math Coach meets with grade level teachers and support staff for planning.</p>	<p>Teachers servicing the K-5 student population including general education students, students with disabilities and English Language Learners</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principals, Literacy Coach, Math Coach</p>
<p>All teachers are provided with the opportunity to meet with one another during inter-visitation times. Teachers also meet during professional learning periods on Mondays and Tuesdays to discuss, reflect</p>	<p>All teachers and support staff in grades K through 5</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principals, Literacy Coach, Math Coach, all teachers</p>

and refer to the Danielson’s Framework and the Common Core Learning Standards.			and support staff in grades K through 5
Teacher teams meet regularly to reflect on student work samples. Teachers have used exemplars that reflect the Common Core Learning Standards as well as rubrics that were created to match the elements of the genre study and to monitor a variety of student data and classroom practices to inform instruction leading to the achievement of goals for individual as well as groups of students. Every six weeks, teachers of grades K-5 engage in a planning day with the coaches and support services. During this planning, teaching points are aligned to the Common Core texts, rubrics and exemplars. Teachers create scaffolded tasks in preparation for the units. Teacher teams continuously analyze student work to adjust teacher practice and create strategic goals for groups of students.	All teachers and support staff in grades K through 5	September 2015-June 2016	Principal, Assistant Principals, Literacy Coach, Math Coach, all teachers and support staff in grades K through 5
Parent engagement opportunities on Tuesday afternoons provide another avenue for increased communication between home and school. During that time, teachers can communicate with parents about student progress. All of the preceding activities continue to work towards the shared goal of improving student outcomes and preparing student for success in school and beyond. All school staff, students and parents show trust across the community.	Parents and families of all K-5 students	September 2015-June 2016	Principal, Assistant Principals, Literacy Coach, Math Coach, Parent Coordinator, all teachers and support staff in grades K through 5

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
A 7-day cycle is used to maximize scheduling opportunities for staff and students. Within 7 days, teachers are provided with an 8th professional development period with the Literacy and Math Coaches. The literacy block is scheduled daily. In addition to this, funds are set aside to provide blocks for unit planning. The math program is blocked by grade level. During the block the children are immersed in mathematics instruction. Performance tasks are administered after completion of each module in literacy. Performance tasks are administered after completion of each chapter in math. During collaborative learning periods occurring once a week, teachers will analyze student assessments using the associated rubric to evaluate the student’s work. The Danielson Framework Flexible scheduling allows both Special Education licensed and AIS teachers to create groups based on need. Articulation time is provided for teachers to communicate with Related Service Providers.
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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

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

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

- Based on NYS Common Core 2015 ELA scores for all grades (3, 4, 5), 46% of our students met proficiency by scoring at Level 3 & 4, 30% scored at Level 2 and 24% scored at Level 1. This data reflects an upward trend of 2% when compared to New York State 2014 ELA scores for all grades (3, 4, 5).
- Based on NYS Common Core 2015 Math scores for all grades (3, 4, 5), 70% of our students met proficiency by scoring at Level 3 & 4, 19% scored at Level 2 and 11% scored at Level 1. This data reflects an upward trend of 5% when compared to New York State 2014 Math scores for all grades (3, 4, 5).
- Based on the NYS 2015 NYSESLAT results, 25% of our students K-5 were Commanding and 50% were Expanding. In comparison to the NYS 2014 NYSESLAT results, 17% were proficient and 51% were advanced. Due to change of the tests to be Common Core aligned, the levels of the proficiency have changed from four levels in 2014 to five levels in 2015.

Principal and assistant principals lead by example and nurture the professional growth of teachers and staff developing and delivering the instructional, emotional and social support that drives student success.

Informed by Capacity Framework Element- Effective School Leadership, there is a need to continue to offer professional development opportunities and in-service workshops as well as provide meaningful feedback to the staff.

Therefore, professional development for ELA will be a guided focus to improve instructional practice.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, administrators trust teachers to become independent professional learners by devising their own bimonthly professional learning plan for Monday and Tuesday collaborative professional learning as evidenced by agendas, student work samples, performance tasks and formal/informal observations based on Danielson’s Framework.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<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>Professional Development and Planning:</p> <p>A 7-day cycle is used to maximize scheduling opportunities for staff and students. Within 7 days, teachers are provided with an 8th professional development period with the Literacy and Math Coaches. With each unit additional professional development is scheduled with the Literacy Coach to help teachers plan for lessons aligned with Common Core Learning Standards (based on the ReadyGen curriculum), differentiate instruction, score and analyze assessments, and determine next steps. Teachers determine the instructional needs of their students through the analysis of the performance tasks, the end of unit assessment, and informal observations. During grade meetings and professional development sessions they also use their knowledge of this analysis to formulate strategy groups. Throughout the school year, professional development in mathematics is offered to the classroom teachers and support staff, with a focus on differentiated instruction, Common Core Learning Standards, and the implementation of the GO Math! program. The Math Coach meets with grade level teachers and support staff for planning.</p>	<p>Teachers servicing the K-5 student population including general education students, students with disabilities and English Language Learners</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principals, Literacy Coach, Math Coach, all teachers and support staff in grades K through 5</p>
<p>At the time initial planning conference, teachers meet with administrators to plan their professional goals for the 2015-2016 school year. At the final conference, teachers will reflect on the status of their goal and discuss evidence and performance throughout the year as well as teacher practice.</p>	<p>All teachers</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principals</p>

<p>Administration has an open door policy to support teachers' needs and be accessible and available for conversation and collaboration.</p>			
<p>The Individualized Education Plan IEP Action Plan ensures all students have access to rigorous curriculum and inclusive communities and classrooms, with appropriate supports and services, to prepare them for college, careers, and independent living.</p> <p>The LRE/SIT Least Restrictive Environment/School Implementation Team and the Pupil Personnel Team PPT/AIS/Rtl meet monthly.</p> <p>Focus areas include:</p> <ul style="list-style-type: none"> • providing training for all staff on the roles of the Related Service Providers • collaborating with parents with IEP students to address concerns and assist parents in providing additional student support • implementing special education strategies and materials in the general education classrooms writing quality IEPs 	<p>Teachers servicing the K-5 student population including general education students, students with disabilities and English Language Learners</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principals, Related Service Providers</p>
<p>Parent engagement opportunities on Tuesday afternoons provide another avenue for increased communication between home and school. During that time, teachers can communicate with parents about student progress.</p> <p>All of the preceding activities continue to work towards the shared goal of improving student outcomes and preparing student for success in school and beyond. All school staff, students and parents show trust across the community.</p>	<p>Parents and families of all K-5 students</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principals, Literacy Coach, Math Coach, Parent Coordinator, all teachers and support staff in grades K through 5</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>A 7-day cycle is used to maximize scheduling opportunities for staff and students. Within 7 days, teachers are provided with an 8th professional development period with the Literacy and Math Coaches.</p> <p>The literacy block is scheduled daily. In addition to this, funds are set aside to provide blocks for unit planning. The math program is blocked by grade level. During the block the children are immersed in mathematics instruction.</p>

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

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

Results from New York State ELA Common Core test scores.

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

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

After every unit (6-8 weeks), teachers will score performance tasks to determine next steps for instruction. Additionally, teachers created skill tests will support in determining a need to revisit certain skills that children are tested on for 2016 New York State Common Core ELA.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Awaiting data...

- Based on the 2015 Framework for Great Schools Report, -- , the school received a well-developed rating.
- During meetings with the parent members of the School Leadership Team, they expressed a wish for an expansion of translation services beyond Chinese.
- During meetings with the parent members of the School Leadership team, they expressed a wish for parent workshops concerning Common Core Mathematics.

Informed by the Capacity Framework Element- Strong Family and Community Ties, based on informal surveys and the 2014-2015 School Survey, there is a need to maintain and expand relationships with the parents and the community.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, parents and our families will be active participants in our school community through meaningful partnerships and family events as evidence by agendas or attendance of at least ten events

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<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>Parent Engagement Activities on Tuesday afternoons. The school will conduct a survey with the parents about how to utilize Tuesday afternoons and schedule workshops based on the survey results.</p> <p>Parent workshops are held once or twice a month conducted by the Literacy coach, the Math coach, and school staff or outside agencies that help parents understand how the school curriculum is aligned with the Common Core Learning Standards.</p>	<p>Parents and families of all K-5 students</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principals, Literacy Coach, Math Coach, Parent Coordinator, all teachers and support staff in grades K through 5</p>
<p>The school will expand oral translation services for parents to include Chinese, Spanish, Arabic and Urdu. During Tuesday Parent Engagement Time, staff and parent volunteers can help translate critical documents and/or events.</p>	<p>Parents and families of all K-5 students</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principals, Literacy Coach, Math Coach, Parent Coordinator, all teachers and support staff in grades K through 5</p>
<p>The classrooms invite families to publishing parties after each literacy unit. The classrooms invite families to participate in arts/crafts activities as part of holiday celebrations. Families and students are engaged in project-based learning activities lead by classroom and out-of-classroom teachers. At least ten times during the school year, the school offers families to attend Family Fun Nights either hosted by teachers at the school or by an outside agency provided through our Arts partnerships.</p>	<p>Parents and families of all K-5 students</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principals, Literacy Coach, Math Coach, Parent Coordinator, all teachers and support staff in grades K through 5</p>
<p>All of the preceding activities will continue to work towards the shared goal of improving student outcomes and preparing student for success in school and beyond. All school staff, students and parents show trust across the community.</p>	<p>Parents and families of all K-5 students</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principals, Literacy Coach, Math Coach, Parent Coordinator, all teachers and support staff in grades K through 5</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Conducting surveys with parents.
- Reviewing the School Learning Environment Survey.
- Request parent volunteers for translation team.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

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

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • Administrative staff uses DOE New Teacher Finder to recruit highly-qualified teachers when needed. • Mentors, Literacy Coach and Math Coach are assigned to support new or struggling teachers. • All teachers are highly qualified as verified by the network's HR person to ensure that the teacher holds valid NYS certification in the license area. The BEDS survey is reviewed by the HR person who works with our school to ensure that teacher assignments are aligned with license areas.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • On-going Professional Development in literacy is offered by the Literacy Coach throughout the school year to all grade levels with focus on comprehension, building vocabulary, word study and the rigor embedded in the Common Core Learning Standards performance tasks. • On-going Professional Development in mathematics is offered by the Math Coach throughout the school year to all grade levels with focus on the GO Math! methodology of teaching mathematics and the rigor embedded in the Go Math! NY Performance Task .

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

n/a

Part 4: SWP Schools Only

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

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

Members of the MOSL (Measures of Student Learning) team, which includes the UFT chair, Principal and several teachers, met in June 2015 to review and select the State and Local assessments and measures to use for teacher evaluation. The MOSL selections were presented during the September 2015 faculty meeting.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, 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	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> , section references where a related program activity has been described in this plan.
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		FY '16 school allocation amounts)	Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	795,688.00	x	9-25
Title II, Part A	Federal	31,329.00	x	9-25
Title III, Part A	Federal	57,484.00	x	9-25
Title III, Immigrant	Federal	0	n/a	
Tax Levy (FSF)	Local	4,585,080.00	x	9-25

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:

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another

purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

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

Important Note: The following funds may not be consolidated:

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

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC)

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

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 to learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT

GRADES K-12 LANGUAGE ALLOCATION POLICY SUBMISSION FORM 2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Jaynemie Capetanakis	Assistant Principal JoAnn Yenzer & Lisa Fernandes
Coach Dana Marinaro	Coach Gordana Buchanan
ENL (English as a New Language)/Bilingual Teacher Mannon Wong	School Counselor Michael Enright
Teacher/Subject Area Vera Valenti/ESL	Parent Sally Goh
Teacher/Subject Area Lillian Chen/ESL	Parent Coordinator Patricia Coluccio
Related-Service Provider Amy Walford/Speech	Borough Field Support Center Staff Member Christine Etienne
Superintendent Karina Costantino	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	10	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	9
Number of certified bilingual teachers currently teaching in a bilingual program	3	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	1
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	2	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	2	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (excluding pre-K)	870	Total number of ELLs	506	ELLs as share of total student population (%)	58.16%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	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 checked="" 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"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	1	1	1	0	0	0								3
Dual Language														0
Total	1	1	1	0	3									

B. ELL Years of Service and Programs

Number of ELLs by Subgroups						
All ELLs	506	Newcomers (ELLs receiving service 0-3 years)		497	ELL Students with Disabilities	53
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)		9	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	78	0	3	0	0	0	0	0	0	78
DL	0	0	0	0	0	0	0	0	0	0
ENL	409	0	47	9	0	3	0	0	0	418
Total	487	0	50	9	0	3	0	0	0	496

Number of ELLs who have an alternate placement paraprofessional: 6

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Chinese	25	25	28											78
Chinese														0
Chinese														0
TOTAL	25	25	28	0	78									

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

* EP=English proficient student

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

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____

Freestanding English as a New 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	1	1	2	1	2	2								9
Chinese	77	81	92	63	50	20								383
Russian				1										1
Bengali														0
Urdu		2												2
Arabic		1		5	2	2								10
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	78	85	94	70	54	24	0	405						

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSES LAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	37	0	10	0	12	1								60
Emerging (Low Intermediate)	5	7	14	5	13	3								47
Transitioning (High Intermediate)	10	5	14	6	10	3								48
Expanding (Advanced)	9	56	59	62	30	20								236
Commanding (Proficient)	9	18	17	37	20	16								117
Total	70	86	114	110	85	43	0	508						

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSES LAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSES LAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	5	5								10

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	32	24	55	34	36	22								203

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	40	23	18	0	81
4	18	12	12	4	46
5	19	18	5	2	44
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	13	2	19	9	20	4	15	4	86
4	5	0	8	2	16	3	11	3	48
5	12	3	4	2	16	4	7	2	50
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	0		8	1	12	1	18	4	44
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 The assessment tool we use for our ELL learners at PS69 is Fountas and Pinnell. There are different components, such as word identification, letter and sound correspondences, and independent reading levels. Reading behaviors are noticed, recorded and assessed for levels. There is also a small writing component. The insights that this data provides about our ELLs is that they need language focus on decoding and comprehension in English. Fountas and Pinnell assessments help the schools instructional plan to target each learners reading strengths and weaknesses to differentiate teaching in the classroom. Guided Reading Groups as well as Strategy groups are formed bases on the insights of this data.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The data patterns reveal that ELLs taking the NYSITELL and NYSESLAT are making great gains throughout each proficiency level. There are increases from entering, emerging, transitioning, and expanding levels. 27.6% of ELLs who took the NYSITELL and NYSESLAT exams were in the commanding level. 47.2% were expanding level, 9.6% were transitioning, 9.4% were emerging and 12% were entering. The NYSITELL data informs us that ELLs entering our school are mostly entering levels. The NYSESLAT data informs us that our students are making annual increases in both progress and proficiency.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Our school uses the Annual Measurable Achievement Objective to identify ELL student progress within the targeted goals. We identify the instructional and programmatic differences between specific subgroups. We design targeted data-driven instructional programs to impact student learning. We document and share best practices across districts and schools. We highlight students who exhibit known risk factors in order to develop and implement targeted interventions.
 Due to the changes in proficiency levels in the 2014-2015 NYSESLAT, we do not have the AMAO 1 data for the 2014-1015. The trend for PS 69 is significant progress in learning English for all levels of Entering, Emerging, Transitioning and Expanding. For AMAO 2, the annual increases in the percentage of LEP/ELLs attaining English language proficiency at PS 69 exceeded the NY State Title III AMAO targets of 15% for the 2014-2015 school year. Our school attained 25% proficiency. This is an 8% increase from the previous year 2013-2014 when the attained target of proficiency was 17%.

4. For each program, answer the following:
- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
 - ELL students 3-5 who took the spring 2015 NYS Math test in their home language did not score any higher than students that took the test in English. Patterns show that newcomers choose the exam in their home language and as their language proficiency levels increase, they choose the exam in English. Patterns were similar for the science exam.
 - Not applicable
 - Not applicable
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]
- Our school uses various assessment as a guide for instruction for ELLs within the RTI framework. Students are provided with increasingly intensive intervention instruction targeted to match their learning needs as demonstrated by performance on periodically administered assessment. The universal screening for students participating in RTI is used as a baseline according to the following; Fountas and Pinnell assessments are used to identify the students' reading levels. Running records are used to track reading progress. For mathematics, the end of unit classroom tests are analyzed to plan for instruction. The Reading and Mathematics Periodic Assessments are also used to identify specific skills for both literacy and math instruction. All of these multiple sources of assessments guide strong core instruction and planning by the Academic Intervention Services . Progress monitoring informs how at risk students are responding to this instruction. All students, including ELLs who received a Level 1 on the NYS ELA or Math, will receive a minimum of eight weeks of intensive targeted intervention. Instruction will be based on each child's area of need. Strong core instruction includes guided reading, using leveled readers, skill/strategy groups to develop comprehension and NYiReady to support children in test-taking strategies. After eight weeks, children are reassessed to determine the continuation of at-risk SETTS services or referral for special education services.
6. How do you make sure that a student's new language development is considered in instructional decisions?
- Teachers of ELLs make sure that a child's second language development is considered in instructional decisions.
- First ELLs are identified according to English proficiency levels as well as reading levels in Fountas and Pinnell. We consider this in our instructional decisions for second language development. All level of entering, emerging, transitioning, and expanding ELLs are provided with content area instruction using scaffolding strategies to amplify vocabulary and content area knowledge. Home language support such as bilingual word to word dictionaries, and subject area glossaries provided by New York State Education Department are used to bridge the gap. This is a very effective strategy according to our results on the NYSESLAT 2014-2015.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?
- Not Applicable.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
- Success for our ELLs is evaluated using New York State ELA, Mathematics and NYSESLAT. The ATS RLAT report is generated to analyze and evaluate yearly progress and sub-test results to differentiate instructional groups. Additionally, formal and informal testing throughout the year continues to inform instruction.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

- Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
- The English Language Learner (ELL) Identification Process includes 4 steps: (1) the administration of the Home Language Identification Survey (HLIS), which includes an interview with the student and parent to determine the student's home language, (2) determination of eligibility to take the New York State Identification Test for English Language Learners (NYSITELL), (3) the administration of the NYSITELL, (4) the administration of the Spanish LAB to newly identified ELLs whose home language is Spanish.
- When a new admit is enrolled, the parent is given a Home Language Identification Survey (HLIS) form included in the registration application. This Home Language Survey form is provided in their native language. A trained certified bilingual/enl pedagogue

assists the parents in filling out this form. Bilingual translators or the NYC Translation Unit is used if needed. After the parent fills out the form, an interview is conducted by a trained bilingual/ enl pedagogue. Both the parent and child are interviewed in order to determine what language the child speaks predominately at home. Once the trained bilingual/enl pedagogue gathers the Home Language Identification Survey Form and conducts the oral interview, the OTELE code is indicated on the HLIS form. The form is then given to our school Pupil Accounting Secretary who enters the language on ATS. If a parent indicates a language other than English and the certified bilingual/enl pedagogue conducting the interview determines that the language indicated by the parent does not reflect the child's dominant language, a notation is indicated on the HLIS of this occurrence. If the HLIS form indicates a language other than English, and the informal interview determines that the student speaks a language other than English, they are eligible to be administered the NYSITELL as the formal initial assessment. This assessment is used to determine eligibility for ESL services. After the NYSITELL exam is administered, answer documents are immediately scanned into ATS via the attendance scanner. The RLCB Scan Report is run to indicate the students' levels of proficiency. For the students whose HLIS indicates Spanish and have been determined to be eligible for services, the Spanish LAB is administered to determine language dominance. The identification and placement process is conducted within the first ten days of enrollment.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. SIFE identification of ELLs who have attended schools in the United States for less than twelve months and who, upon initial enrollment are two or more years below grade level in literacy in their home language and/or two or more years below grade level in mathematics due to inconsistent or interrupted schooling prior to arrival in the United States. Once a SIFE student is performing at or above the transitioning/intermediate level on the annual English language proficiency assessment, the student's status as a Student with Inconsistent/Interrupted Formal Education is removed, even though the student may continue to be identified as an English language learner.

Schools have 30 school days from initial enrollment to make an initial SIFE determination. Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. Follow all of the same steps as outlined on the preceding pages to identify an ELL. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, proceed with the SIFE Identification Process as outlined below for students who are

Newly identified ELLs, and

- In grades 3 to 9, and
- At the beginner/entering or low Intermediate/emerging level of proficiency as indicated by the NYSITELL results

SIFE Identification Process

1. Administer the oral interview questionnaire

2. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, administer the Literacy Evaluation for Newcomer SIFE (LENS)

Initial SIFE status must be indicated in the DOE's data collection systems no later than 30 days from initial enrollment (BNDC). As per CR Part 154, schools have up to one year to make a final determination of SIFE status; therefore, initial SIFE identification within the 30 days may be modified for up to one year. SIFE status is removed once the ELL scores at intermediate/transitioning level or higher on the NYSESLAT.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide](#), [ELL Identification](#) section).

NYSITELL eligibility for students entering school with IEPs (from within the United States) must be based on the determination of the LPT (Language Proficiency Team). The LPT is comprised of A school administrator, a certified ESL teacher, the IEP coordinator and the student's parent or guardian. A qualified interpreter or translator of the students language is also present at each meeting of the LPT. These procedures are used for initial entry into DOE or reentry after 2 years. The LPT team determines whether the student should take the NYSITELL. The LPT makes a determination as to whether the student may have second language acquisition needs or whether the students disability is the determinant factor affecting whether the student can demonstrate proficiency in English. The principal must accept or reject this recommendation . If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately given to the student. If the principal accepts the recommendation not to administer the NYSITELL the recommendation is sent to the superintendent or designee for a final decision. The parent or guardian must be notified within 3 school days of their decision in their preferred language. The final decision is made by the superintendent or designee. The superintendent or designee has 10 days to accept or reject the LPT's recommendation. If the superintendent determines that the student must take the NYSITELL the school has an additional 5 days to administer the NYSITELL and notify the parent. The form titled Language Proficiency Team NYSITELL Determination Form must be completed and placed in the student's cumulative folder.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Parents are the sole determinants of the ELL programs their children receive, initially and in subsequent years. Therefore, parents must be notified immediately. The Language Access Coordinator (LAC) is part of this team of ESL and Bilingual teachers who coordinate this process at our school. Within 5 school days of ELL determination, parents are informed of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters (in the parents' preferred language), which are available for download:

- Entitlement Letter
- Non-Entitlement Letter
- Continued Entitlement Letter

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section).

PS 69 has established a protocol and assigned qualified and trained staff to manage both the initial and Re-identification Process of ELLs. The Language Access Coordinator (LAC) will be responsible for communicating this to the families. The Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. The school must initiate a review of the ELL status determination upon receipt of a written request from a student's parent or guardian or a student's teacher (if the teacher's request includes written consent from the parent or guardian). P.S. 69 is an elementary school with grades K-5. There are no students that are 18 years of age and older.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Once students has been identified as ELLs as determined by the NYSITELL exam, a New Admit Entitlement Letter is sent home to invite parents to the Parent Selection Orientation meeting. At the beginning of the school year, this meeting is scheduled within the first 10 days. If the parents are unable to make the first meeting, we offer another opportunity to attend a second and third meeting in September and October. At the Parent Orientation meeting, parents are distributed the Parent Survey/ Program Selection Form, and the Parent Brochure (A Guide for Parents of English Language Learners) in their native languages. During this meeting , an administrator welcomes parents and gives an explanation for the purpose of this meeting. The ENL department, as well as native language translators are also in attendance. CR- Part 154 and Title III regulations are explained. Information about mandated number of minutes of services is provided as well as an explanation of the different level of ELLs at the entering, emerging, transitioning, expanding and commanding levels. This information includes the procedures for the identification of ELLs as well as the formation of bilingual classes where there are 15 or more students on a single grade or in two contiguous grades speaking the same language. If there are not enough students to form a bilingual class, parents are informed of the option to transfer their child to another school within the district. If parents reject the transfer, students will remain in our school and receive ENL services and placed on a waiting list. Parents are also informed that failure to return the Program Selection Form will be considered a selection of a Transitional Bilingual Program. It is explained to parents that research shows ELL students who stay in one program perform better academically than those who switch between programs from year to year. After this information is presented, the parents are divided into their native language groups with an ENL/Bilingual pedagogue and translator. The Orientation Video for Parents of ELLs is then viewed giving the parents the information to make an informed decision. After the video, the parents have an opportunity to ask questions for further clarification. The parents then fill out their parent selection form. If parents are unable to attend any of the meetingse, follow-up telephone calls are initiated and documented on a call log to have a make-up session before, during or after school on a one to one basis as to accommodate our parents.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

The process of monitoring parent program choice is the following : At the beginning of the school year , the RLAT report is generated on ATS to identify continuing ELLs based on NYSESLAT scores. NYSITELL scores determine new admit ELLs. Within 5 days of ELL determination parents are informed of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters in their preferred language (Entitlement Letter, Non-Entitlement Letter, Continued Entitlement Letter).

PS 69 reaches out to parents of new admit ELLs by notifying the parents of their child's eligibility for ELL services and provide information and program selection through parent orientation (in the parents' preferred languages) We inform parents of the three instructional models available in NYC and they view the Parent Orientation Video. Each year opportunities are available for parents to come to additional parent orientation in individual or small group settings. The Language Access Coordinator reaches out to parents by telephone or in-person to invite parents to these additional meetings. If parents are still unable to attend the meeting and return the Program Selection form, a default letter is given accordingly

To monitor program choice a binder was created to ensure that the Parent Survey and Progam Selection forms are returned in a timely manner . All parent notification letters entitlement letters are kept on file. All names of ELLs that have received notification letters are kept in a parent contact binder and are identified, highlighted and coded as the following: A continuing ELL/continued entitlement letter, New admit ELL/ new admit entitlement letter returned, proficient ELL/ non-entitlement letter (NYSESLAT), proficient -

ELL (passed NYSITELL). New admit ELLs that come during different times within the school year are given entitlement letters after they have been identified. For transfer students, individual test histories are used to determine ELL status. If there is a student that has enrolled in NYS public school within the preceding two years the re-identification process for ELLs has to be determined. All parent notification letters are filed in the students cumulative folders.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
PS 69 ELL Coordinator monitors all Parent Survey and Program Selection forms that have not been completed and returned in a timely manner. A binder is created to track all the Surveys and ELPC information inputted on ATS. If there is no survey that has been returned or completed, a default letter is given to the parent for notification of program placement.
We enter parent choice as indicated on the Parent Survey & Program Selection Form in the designated screen in ATS (ELPC) as forms are completed. The parent's first choice should be entered as noted on the selection form, regardless of whether that choice is currently offered at the school.
9. Describe how your school ensures that placement parent notification letters are distributed.
Our school ensures that placement parent notification letters are distributed to the parents of ELLs in a timely manner. We use multiple steps to monitor the process from testing to placement are documented by a team of skilled professional teachers who are ESL or Bilingual certified. Placement notification letters are returned and completed with multiple copies secured and stored in three separate locations as details in Question 8.
The Parent Program and Program Selection form is a formal record of the parent's preference of ELL program for their child. It is retained in the student's permanent record and accessible for State or City audits and reviews. A copy of the completed Parent Survey & Program Selection Form can be provided to the parent upon request.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
A team of ESL and Bilingual teachers work to store all documents in three separate locations for access. The first copy will be in the ELL Coordinator's Parent Contact Binder, the second copy in the Cumulative Record attached to the HLIS, and the third copy in the Main Office attached to the copy of the HLIS.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
To target all ELLs to be tested for the NYSESLAT, the following steps are taken to ensure accuracy. The ATS report RLER is generated on ATS to identify current ELLs in our school eligible to take the NYSESLAT. This report is cross-referenced with our school wide roster of ELL students. An admission-discharge report on ATS is generated on a monthly basis to cross-reference and update our ELL student roster school-wide. For transfer students within the school year, individual test histories are generated to identify NYSITELL and NYSESLAT testing from previous schools. ESL and bilingual teachers who administer the Speaking component of the NYSESLAT test are trained by using the scoring guides provided by the state of New York. Teachers scoring the writing component are also trained to score grades K-5 with materials provided by NY state. All teachers administering the NYSESLAT are trained according to the guidelines in the Directions for Administration provided by the NY State Department of Education. We administer the 4 components in the following order as recommended by the New York State Department of Education: Speaking, Listening, Reading and Writing is administered within the window provided by NYS Education Department. The principal determines the 3 official test days to administer, Listening, Reading and Writing to all ELLs. Speaking is conducted first on a one-one basis. If students are absent the test coordinator arranges for an ESL teacher to make-up any components missed. ELLs with special needs are provide testing accomadations according to their IEPs.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
The ESL Coordinator ensures that parent notification letters for continued entitlement and transitional support are distributed in a timely manner. Continued entitled and transitional support students are identified and parent notification letters are distributed. Copies of all letters distributed and returned are kept in a binder for future reference. All parent notification letters are filed in the students cumulative folders.
We send Continued Entitlement Letters to parents of students who continue to be entitled to ELL services (based on the NYSESLAT). Letters are sent to parents before the beginning of the school year but no later than September 15 of the school year in which the student continues to be entitled. Letters are sent in the preferred language of the parent. We receive review student transfer records in order to provide program continuity.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

For the past few years, there has been a small decrease in our school population due to the opening of new schools in the neighborhood and re-zoning by the NYCDOE. However, even with this decrease, we are still over-crowded. In previous years the students in kindergarten and first grades were affected. Currently, kindergarten students have been overflowed to other sites. Overflowed kindergarten students are still offered a placement in our school when a seat is available the following year for first grade. Additionally, many of our ELL students are transient traveling back and forth to their native countries or within the United States throughout the school year. This highly impacts our bilingual and ESL programs.

In the previous years, 2013-2015, 10% of our ELL students had chosen a Chinese TBE program as their choice for the lower grades. Classes were provided for these students based on parental choice. However, for the upper grades there were not enough students in one particular grade or from two contiguous grades to form a Chinese TBE class. These parents of upper grade students were then offered a transfer option to another NYC public school within the district. They rejected the transfer and remained in the Freestanding ESL program at our school. Continuation of Service letters are provided to these parents yearly to ensure their continued program choice. We continue to monitor the option of opening Chinese bilingual classes for future grade level programming.

For 2014-2015, the survey choices for the new admits were as follows: 25 parents of kindergartners had chosen a Chinese TBE program. 25 were placed in the Chinese bilingual and 0 were on a waiting list. For 1st grade, 14 parents chose Chinese TBE program and 11 were placed accordingly. 3 students rejected a transfer option and are on a waiting list because the 1st class is capped to full capacity. For 2nd grade, 4 parents chose Chinese TBE program and all 4 students were placed in the 2nd grade bilingual class. For 3rd grade, 1 parent selected Chinese TBE program, rejected the transfer option and was put on a waiting list. For 4th grade, 1 parent selected Chinese TBE program but refused a transfer option and is placed on a waiting list. For 5th grade one parent selected Chinese TBE program.

There was a total of 88 parents that chose placement in a Free-Standing ESL program at our school for grades K-5. All students were placed in the ESL program. 2 parents picked a Dual- Language program.

The program models at PS 69K are aligned with parental choice. The trend continues to be that parents with children in the lower grades prefer Chinese TBE programs. However the trend continues to be that parents of students in the upper grades choose Freestanding ESL. Parents of upper grade students are increasingly concerned about NYC and NYS testing, especially for the ELA test as well as the challenging Common Core Learning Standards in Literacy. They are also concerned about middle school placement.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.
 - 1 Freestanding English as a new language (ENL) program at PS 69 provide instruction in English with home language support, emphasizing English language acquisition. The stand-alone ENL is instruction to develop English language skills so that students can succeed in core content courses. It is delivered by a certified ENL teacher. These stand-alone students are grouped by ENL levels of entering and emerging. The Integrated ENL instruction focuses on English language skills through content area instruction. It is delivered by a certified ENL teacher co-teaching with a content area teacher. Both integrated and stand-alone ENL instruction include content area subject matter using ENL strategy. All ELLs and former ELLs up to two years after exiting ELL status must receive a minimum number of units of integrated ENL.
 1. ENL Instruction is delivered through a predominately push in collaborative model with some pull out for entering, emerging and transitioning students with 2 self-contained classes in kindergarten and 1 self-contained class in 3rd grade. There are Chinese bilingual classes in kindergarten, first and second grades; one on each grade level, respectively.
 - a: The organizational models for our ENL program instruction is mostly push-in with co-teaching when necessary. There are two kindergarten ESL self-contained classes. The pull-out model is focused on phonics instruction for the Beginner level ELLs. The push-in model focuses on content area vocabulary and comprehension.

The program model for our ESL program is programmed to satisfy the Commissioner's Regulations for part CR-154. Each class is heterogeneously grouped by grade. ENL instruction is homogeneously grouped. In the push-in model, ENL teachers are scheduled to be with their ELLs during the literacy block as much as possible.

b. TBE program. *If applicable.*

Transitional bilingual education (TBE) programs are designed so that students develop conceptual skills in their home language as they learn English. All instruction is Common Core-aligned to accelerate student achievements. TBE programs are predicated on transferring literacy from a student's home language to a student's new language (English). Students acquire literacy most effectively in language most familiar to them. Skills used in home language acquisition (e.g. making sense of print, using writing to communicate, playing with language structure, developing vocabulary) are skills that a student can use for faster and more successful acquisition of English literacy.

In TBE programs, students transfer home language skills to English by spending instructional time primarily in the home language before steadily transitioning to English. At the beginning/entering level, TBE students are expected to receive 75% of instruction in their home language and 25% in English. As a student's English proficiency increases, more of his or her instructional day is spent learning in English. In TBE programs, teachers must make several considerations when determining which language is best to teach certain concepts. Teachers must consider carefully the intellectual demand of concepts, student familiarity with concepts in the home language and English, and the academic language required for using and mastering concepts.

c. DL program. *If applicable.*

Not applicable.

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

The mandated number of instructional minutes is provided according to proficiency levels in our TBE and ENL program. We identify all ELLs according to their proficiency levels of entering, emerging, transitioning, expanding and commanding and the teachers are programmed accordingly. For our ENL program, entering and emerging level students are programmed for 360 minutes; transitioning and expanding students are programmed for 180 minutes; and commanding students are programmed for 90 minutes. ENL instructional time for the TBE program is delivered within the Literacy block 2 periods a day.

a: Bilingual instruction for grades K, 1 and 2 are provided according to the following program model. Students in the beginning stages receive native language instruction and English instruction using a 60/40 ratio of Chinese and English respectively. Students in the intermediate stages receive native language instruction using a 50/50 ratio of Chinese and English. Students in the advanced stages receive native language instruction using a 25/75 ratio of Chinese and English. Native Language instruction is delivered in blocks of 50 minute periods daily according to the Language Allocation Policy Guidelines for Transitional Bilingual Programs. As the year progresses, the teacher shifts increasingly towards English instruction in line with the students' emerging language proficiency. ESL instructional time for the TBE program is delivered within the literacy block, 2 periods a day.

In line with the Commissioner's Regulations, Part 154, all of the Bilingual teachers differentiate instruction according to students' language levels. The bilingual classes extend the literacy block, when needed, in order to accommodate the varied needs of the bilingual learner. The following is a 7 period day schedule for a Chinese TBE class.

1-50 minute-Literacy Writing (ENL)

1-50 minute Reading Workshop (ENL)

1-50 minute Math Workshop (Chinese/English)

1-50 minute Content Area-Science, Social Studies (Chinese/English)

1-50 minute Native Language Arts (Chinese)

The ENL program further differentiates levels of instruction by providing 360 minutes for entering and emerging students. Transitioning and expanding students receive 180 minutes of instruction. Commanding students receive 90 minutes of instruction. The following is a schedule for a 7 period push-in ENL class.

1 -50 minute push-in ENL/Word Study

1- 50 minute push-in ENL/Literacy Reading

1-50 minute push-in ENL/Literacy Writing

1-50 minutes push-in ENL/Math

1-50 minute push-in ENL/Social Studies

3. Describe how core content is delivered in each program model. 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. Core content is delivered in the Chinese Bilingual and ENL program to integrate academic and English language instruction for success in the content subject areas. The instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards is based on the Sheltered Instruction

Observation Protocol Model (SIOP). This SIOP model makes academic instruction comprehensible by providing extra context support to the learner to enrich language development. We align this instructional model with the Ready -Gen adapted curriculum to differentiate instruction for ELLs to make content comprehensible. The key components of SIOP are the following :highlighting key concepts or vocabulary, using visuals and graphic organizers, modifying speech, modeling structure, and practicing skills within structured activities. These are scaffolding techniques that build language skills and content vocabulary.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
In the bilingual classes, teachers organize portfolio assessments for their students. This includes a benchmark to assess reading comprehension , key words in vocabulary development and writing a short paragraph. This is done after each unit to assess students Chinese development in literacy.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
In the ENL program, ELLs are evaluated in the four modalities of listening, speaking, reading, and writing, within the framework of a integrated ENL model program. Literacy unit tests, conference notes, and teacher observations are maintained. These conference notes are used to assess students' strengths and weakness to target learning goals.
Throughout the year, ongoing English language proficiency is required to ensure each ELL is developing the language skills and knowledge based on his or her individual abilities and circumstances. There is monitoring of language proficiency growth to inform instructional planning. For the modalities of listening, speaking, reading and writing, informal assessments consist of anecdotal teacher notes, rubrics and checklists for skills attained. Informal assessment also includes student self assessment and peer assessment.

6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.
PS 69 has a procedure to ensure that approved re-identification of both ELLs and non-ELLs has not been adversely affected by this process that takes place between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student). The Re-identification process consists of the following steps:
 1. School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal).
 2. School reviews all documents related to the initial or reentry identification process detailed above.
 3. School reviews the student's work in English and in the home language.
 4. School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL.
 5. School consults with parent or guardian.
 6. School conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English.
 7. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
 8. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.
 9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.
 10. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.
 11. All notifications and relevant documents must be kept in the student's cumulative folder.

Phase 2 Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services 4 A bilingual or English to speakers of other languages teacher, certified pursuant to CR Part 80, who is fluent in the home language of the student and parent or guardian, or uses a qualified interpreter/translator of the language or mode of communication the student or parent or guardian best understands, or (2) a teacher who is certified pursuant to CR Part 80, and has been trained in cultural competency, language development and the needs of English language learners, and who is proficient in the home language of the student or parent or guardian or uses a qualified interpreter/translator of the language or mode of communication the student or parent or guardian best understands. NYCDOE | 25 to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

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

Teachers of ELLs and Students with Disabilities provide access to academic content using specific instructional strategies and grade level materials. There are four special education teachers that provide this additional support to at-risk students, ELL students and bilingual students with special needs. There are two self-contained special education classes with ENL students that also receive this support. The special education teacher aligns instruction with the classroom teacher providing support to the students. One strategy is to modify the content materials used in the subject area being taught. Another strategy is to scaffold materials learned by using graphic organizers, and pre-teaching vocabulary for conceptual knowledge in learning new information. The special education teachers uses additional instructional material to accelerate English language development: Explode the Code by School Specialty, SRA by Mcgraw-Hill, Wilson and Wilson Foundations by Wilson Language Training, and i-Ready, by Curriculum Associated which is a web-based program used as a diagnostic for instruction. Explode the code and Wilson Foundations (a language training program) is aligned with the Ortham-Gillingham method to accelerate phonemic awareness and strategy for ELL-SWDs. SRA by Mcgraw-Hill develops comprehension, vocabulary, fluency, word analysis and study skills. It reinforces specific skill based on students weaknesses. It engages students interest and knowledge base using both fiction and non-fiction text. It promotes individualized and independent student work. I-ready provides rigorous on grade level instruction and practice to meet individual or small group needs. It is personalized student instruction based on student needs and ongoing progress monitoring for teachers.

Home language materials used for students of ELL-SWDs include NYS word-to-word content area dictionaries to align to content area subjects such as science, math, and social studies and bilingual libraries both non-fiction and fiction. An instructional strategy used for home language instruction is "Preview, View and Review". In this strategy the teacher first provides students with a quick introduction to the lesson in the native language; then the lesson is given in English; and finally a short summary is provided in Chinese. Another strategy to develop academic language is to provide multiple points of entry for their students according to their English proficiency level. For example, all students will be working within the same content area but the teacher will be able to create different supports to their students to access the content and academic language.

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

All ELL-SWDs achieve their IEP goals by using flexible scheduling for a least restrictive environment. Flexible scheduling is implemented for both general education students as well as for ELL students in a 12-1-1 model. Using the least restrictive environment, the ELL students that are approaching standards in the 12-1-1 class are mainstreamed into general education content area classes. For the general education ELLs with an IEP the reverse programming is implemented. Students who are struggling in a subject area will be given several periods a day in a 12-1-1 class. This flexibility in scheduling in a least restrictive environment will help ELL-SWDs in general education and special education class attain English proficiency. For instructional flexibility, there is a tiered support system of RTI in place and in addition, targeted scaffolding support in the mainstream classroom or resource room. To support meeting their standards based IEP goals, meaningful and regular consultation, planning, support and coordination are all within the meeting times of special education teachers and related service providers. All special education teacher and support personnel for ELL-SWDs are included in curriculum planning meetings. Flexible grouping is a key component for group formation to match learning tasks based on the curriculum and learner's strengths, needs, and interest.

Chart 5.1 **Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 Individually Certified Teachers (Co-teaching) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart 5.2 **CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 Individually Certified Teachers (Co-teaching) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

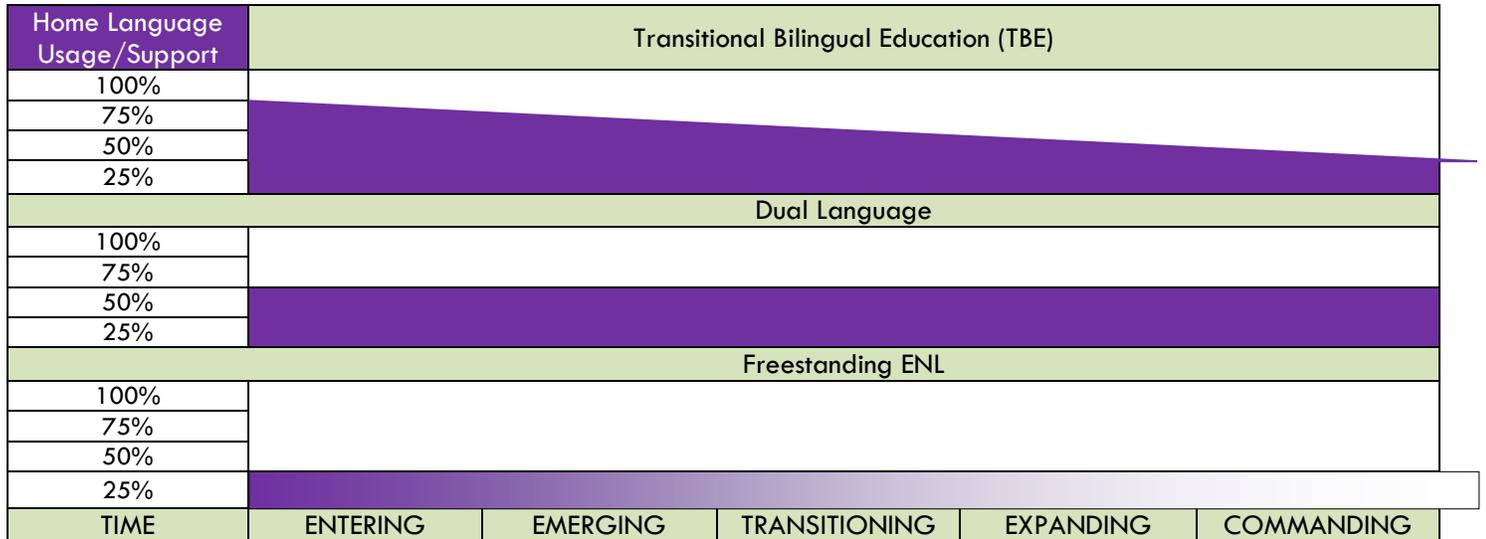


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. The targeted intervention programs for ELLs in ELA and Math consists of Academic Intervention Services (AIS) that target students in the following categories; students who have not made progress as Expanding or Transitioning ELLs for 2 years; Expanding ELLs and students who scored a level 1 in the New York State Math test and English Language Arts test . RTI tiered support is implemented throughout the school. Students that are in targeted intervention programs are discussed in monthly Pupil Personnel Team and School Implementation Team meetings for regular consultation, planning, support, and coordination of all services and instruction. Students in targeted intervention programs are grouped according to needs and abilities for specific scaffolded support. These students are also included in our after school programs for extra tutoring when such program are in sessions. The following data is used to identify students that require targeted intervention programs for instructional support; NYSESLAT scores, Fontus and Pinnell reading levels, ELA and Mathematics score, and Informal teacher observations. NYSESLAT scores identify at risk ELLs that have not made progress in learning English. Fontas and Pinnell identify at risk ELLs that have not made progress in reading. ELA and Mathematics results inform us of ELLs that fail to meet standards. Informal teacher observations help us take a closer look at daily students performance and interactions.

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

Our current program is meeting the needs of the ELLs at PS 69 both in content and language development. We continually evaluate the effectiveness of our ELLs in both content and language development by analyzing the data form NYSESLAT, ELA and Mathematics exams. All teachers are made aware of their ELL students and their proficiency levels at the beginning of the year when they articulate with their ENL/ESL providers. School-wide access of students data is available on Google Docs share folders. The data indicates that ELL students are progressing in both content and language development. The 2015 NYS ELA and Math data showed that in the important sub-groups, PS 69 is far exceeding the city's averages.

ELA 2015

---P.S. 69 ELLs scoring at Levels 3 & 4 = 23.7%

---NYC ELLs scoring at Levels 3 & 4 = 4.4%

---P.S. 69 English Proficient Students scoring at Levels 3 & 4 = 63.3%

---NYC English Proficient Students scoring at Levels 3 & 4 = 34.5%

---P.S. 69 Former ELLs scoring at Levels 3 & 4= 53.8%

---NYC Former ELLs scoring at Levels 3 & 4 = 25%

--The 2015 NYS Mathematics data showed that in the important sub-groups, P.S. 69 far exceeded the city averages. This included the following:

--P.S. 69 ELLs scoring at Levels 3 & 4 = 56.5%

--NYC ELLs scoring at Levels 3 & 4 =14.6 %

--P.S. 69 English Proficient Students scoring at Levels 3 & 4 = 73.4%

--NYC English Proficient Students scoring at Levels 3 & 4 =38.5%

--P.S. 69 Former ELLs scoring at Levels 3 & 4= 86.5%

--NYC Former ELLs scoring at Levels 3 & 4 = 38.5%

We believe the universal language of the arts has made all the difference for our students.

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

We will continue to consider further aligning both Ready -Gen and Go Math curriculumn for the upcoming school year. The rationale being that the Title III AMAO data has shown us that we are meeting our annual increases in the percentage of LEP/ELLs making progress in learning English, Annual increases in the percentage of LEP/ELLs attaining proficiency and also Adequate Yearly Progress for LEP/ELL subgroups in meeting grade -level academic achievemnt standards in ELA and Math. Please see previous data from question 11.

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

We discontinued Cornerstone by Pearson because it was not aligned with the Ready-Gen and Go Math curriculums. It did not provide enough content area instruction for ELLs to meet the common core standard. Although our goals were met on the AMAO targets for 2014-2014, and 2014-2015 we wanted to further challenge students to meet rigorous common core aligned standards within the classroom.

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

ELLs are afforded equal access to all school programs. During the day, they participate in the subject areas of art, music, technology, and physical education. A special student counsel is organized for students to participate in fundraisers, school spirit, and community activism.

They are exposed to the democratic process of an election by campaigning and are required to make a public speech. Students vote for the candidate they believe represents them. Another school-wide activity to promote community service is the Penny Harvest Project. Pennies are donated to a community organization to teach awareness in giving to others in need. The Title III afterschool instructional program assists students to develop literacy and mathematics skills as well as supplemental instructional materials for NYSESLAT . ELL students participate and have equal access to the same activities that the monolinguals are offered. Our school invites ELLs to participate in all school-wide social and academic activities, both during the day and after school. Students and parents receive a monthly calendar, as well as invitations and notices in their native language to invite and inform . ELL Parents are also invited to bi weekly parent workshops.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

Computer technology which incorporates both visual and audio cues are used with ELLs in all the grades. Content area vocabulary is highlighted through this visual interactive media. Students in kindergarten through fifth grades receive computer technology instruction provided by our technology specialist. PS 69 is a participant of Raz-Kids.com, an online leveled book library with comprehension quizzes for grades K-5. This program is geared towards the ELL population with the support of listening, reading and writing activities that are differentiated according to level. We also provide access to "Brain-Pop," which is an animated and curriculum based content program online. All classrooms have Smartboards, a digital interactive medium which permits students to use a laptop as a classroom tool for group or individual instruction in all content subject areas.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Native language support is delivered in the Chinese bilingual classes with bilingual books for their libraries. Additionally, teachers create their own materials in Chinese to support a bilingual learning environment in content areas such as math, social studies, and science. Bilingual dictionaries in Chinese and other native languages are available both in the classroom and the library. For the upper grades, bilingual word to word glossaries in the content areas of math, science and social studies are available through the NYS Education Department. For the ESL program model, direct translation of vocabulary words is a strategy used to aid comprehension for language acquisition.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

All support services and resources correspond to ELLs ages and grade levels. Aged appropriate and grade level appropriate materials are selected to teach multi level students with different abilities. Guided reading, comprehension strategies and the Orton Gillingham approach with explicit phonics instruction is used in small groups with support services. We use the i-ready program to differentiate instruction according to students' skills and abilities in reading. For the support services in mathematics, the students are grouped according to their math levels on assessments. Specific grade level mathematics skills and strategies are taught. Alternate placement paras as per IEP are assigned to ELL students with disabilities to provide L1 support throughout the day in their classroom. This additional support helps ELLs with disabilities comprehend content knowledge and small group instruction.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

In the future we are considering arranging events that target newly enrolled ELLs. Potential activities may include newcomer events to transition students/parents to their new environment. School staff involved in such activities include, th parent-coordinator , Bilingual Esl/Enl staff. All new parents of K students (which are primarily new-admit ELL students) are invited to a Welcome Morning hosted by the Parent Coordinator and PTA in September. The Parent Coordinator also provides all parents opportunities for monthly workshops. All newly enrolled students throughout the year receive a packet of information from the Main Office to assist with routines, expectations and school policies.

19. What language electives are offered to ELLs?

There are no language electives offered to ELLs.

20. For schools with dual language programs:

- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- In which language(s) is each core content area taught?
- How is each language separated for instruction?
- Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

There is no dual language programs.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
The professional development plan for ELL personnel and classroom teachers include mandated and optional professional development within and outside of school. Classroom, ELL and bilingual teachers participate in workshops offered by the NYC Department of Education, Department of English Language Learners and Student Support. The focus is providing support for all students including the ELLs using the new NYC Ready -Gen and Go-Math programs. The literacy and math coaches provide extensive support to both classroom and ESL teachers to implement the complexities of this challenging curriculum. The professional development plan for ELL personnel during our allotted professional learning time include the following:
October 2015- Total Physical Response to build and identify vocabulary
November 2015-Visuals within the text to support comprehensible input
December 2015-Chunking Strategies to understand main ideas and details
January 2016- Guided Reading instruction with a focus on language objectives
February 2016- Picture dictionaries to develop and identify vocabulary
March 2016- Summarizing using pictures to recall details
April 2016- Getting ready for the NYSESLAT
May 2016- Using writing rubrics for scoring the NYSESLAT
June 2016- Reflections on ENL program for 2015-2016 school year
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Here are some professional development activities that are offered to teachers of ELLs including ENL and bilingual teachers are offered by NYC Department of Education the Department of English Language Learners and Student Support.
Understanding ELLs: Reaching the Educators' Hearts and Minds
Enhancing Instructional Support in the English as a New Language and the Integrated ENL classroom
RTI Resources for Teachers of ELLs
Supporting ELL's Literacy Development
Students with Interrupted Formal Education
Elementary Chinese Bilingual Professional Development Institute

specific to ELLs are provided with ongoing professional development with the Common Core Learning Standards at the school-level during professional development for Ready-Gen and Go-Math. Weekly professional development periods are planned to support all teachers of ELLs to implement Common Core Standards with these new literacy and math curriculums. Additionally, teachers are encouraged to engage in city-wide and online professional development to enhance their knowledge of 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?
The Parent Coordinator is the key person who assists in providing the staff and parents information to help students and parents transition to middle school. She informs 5th grade teachers and parents about the specialized middle schools programs. She provides an orientation meeting to parents about procedures and paperwork required for this process. Information is provided in the student's native language. Additionally, the parent coordinator assists in organizing the graduation ceremony with the fifth grade teachers.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
Our main focus is to share best practices for co-teaching strategies and integrating language and content instruction for English language learners. We have designed professional development to focus on vocabulary in the content areas for increased comprehension for ELLs. The literacy units are thematically based using Ready-Gen anchor texts, however, classroom teachers create their own unit plans with the support of the Literacy Coach. ENL Teachers attend the planning sessions and then continue to refine and develop supplemental plans to support comprehension through key vocabulary. Our professional development plans allows us to share out and become resource staff for all teachers across grades. In addition, ENL/Bilingual teachers attend professional development conducted by NYCDOE the Department of English Language Learner Student Support.
Tentative Professional Development Calendar 2015 -2016
*October 2015: Inquiry time meeting: Ready-Gen vocabulary list align with ESL Cornerstone vocabulary activities. Grades kindergarten- fifth grade.
*November 2015: Mandated/ Optional Professional Development: Ready- Gen vocabulary grade 3 align with ESL strategies
*November 2015: Mandated/Optional Professional Development: Ready -Gen vocabulary grade 4 align with ESL strategies

- *December 2015: Mandated/ Optional Professional Development: Ready-Gen vocabulary grade 2 align with ESL strategies
- *January 2016 : Mandated/ Optional Professional Development: Ready-Gen vocabulary grade 5 align with ESL strategies
- *January 2016: Mandated/Optional Professional Development: Ready-Gen vocabulary grade 4 align with ESL strategies
- *February: 2016: Mandated/Optional Professional Development : Ready-Gen vocabulary grade 1 align with ESL strategies
- *February 2016: Mandated/Optional Professional Development: Ready-Gen vocabulary Kindergarten align with ESL strategies
- *March 2016: Getting Ready for the NYSESLAT Grades Kindergarten- 5th Grade

Attendance records and agendas are maintained for every professional development meeting by coaches, teachers and administrators.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

The school provides annual individual meeting with parents of ELLs to discuss goals, lanugauge development , assessment etc by maintaining the following; attendance sheets ,

ESL teachers reach out to parents of ELLs to discuss goals of the program, language development, progress, language proficiency assessment results, and language development needs in all content areas. These meetings are arranged on Tuesday afternoons from 2:20 to 3:00. Bilingual staff members assist with translation when needed.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

ELL staff individually meet with the parents or guardians of English language learners at least once a year, in addition to parent-teacher conferences, initial parent orientations, quarterly progress meetings or other scheduled meetings provided for parents or guardians, to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. This additional meeting includes school staff necessary to sufficiently inform the parents or guardians about the child's language development in all content areas in English and in the child's home language in the case of students enrolled in a bilingual education program. These meetings are conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands. Schools record attendance using existing procedures which include, telephone logs, attendance sheets and agendas if applicable.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parent involvement is an essential component of our school community. Parents of newly arrived ELLs are invited to several parent orientation meetings to inform them of their program selection options. The Parent Coordinator is involved in planning additional meetings for parents of ELLs. The Parent Coordinator plans the Title I parent meeting with translators to inform parents of the school parent involment policy and school/parent compact. The Parent Coordinator also informs parents about our Comprehensive Education Plan (CEP). Parents are informed about Parent Leadership positions on our School Leadership Team (SLT), Parent Teacher Association (PTA) and Parent Advisory Committee (PAC). The Parent Coordinator organizes monthly meetings to inform parents of community resources, happenings and events. Additionally, the Parent Coordinator organizes monthly informational meetings about curriculum, Common Core Standards and city-wide testing. The PTA conducts monthly meetings and translators are always available. Parents and students participate in monthly "Family Fun Nights" where they attend performances and engage in hands-on art activities, to promote a positive school culture and community spirit. Parents and community members are also offered on-site adult ESL classes three days a week for in the afternoon sessions through the New York City Office of Adult Education.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The school is partnered with various Community Based Organizations to provide workshops and services to ELL parents. The Brooklyn Chinese Association (BCA) is an organization that provides needed service to parents and students. They offer an after school homework assistance program housed in our building. BCA also assists parents with information about resources and services available in the community and surrounding neighborhoods. The United Federation of Teachers (UFT) also offers Dial a Teacher for further homework help and parent workshops throughout the city. Another Community Based Organization, Health Plus/Amerigroup, provides the parents workshops during the school day to inform about health and student issues. They also provide information about health coverage for families. Our school has also coordinated with Maimonides Medical Center and Sing Tao Chinese Newspapers to hold an annual Health Fair in the spring on a Saturday. This annual events brings medical providers and information directly to our families and is held in our school building and outside in our school yard.
5. How do you evaluate the needs of the parents? The needs of parents are evaluated in various ways. A parent orientation meeting is conducted for parents of kindergarten students during the first week of school. They are given an overview of the school and general information such as busing, lunch menus, and arrival and dismissal procedures. The ELL department conducts the Parent Orientation Meeting for parents of newly admitted ELLs. The PTA works in collaboration with the parent coordinator to address any questions or concerns. A Learning Environment Survey from the New York City Department of Education is distributed to parents each year. This survey is used to evaluate the concerns of the parents on topics such as school environment, safety, and education. Parent members of the School Leadership Team also share issues that are important to parents at monthly SLT meetings. Any issues brought to the attention of the Parent Coordinator are also discussed with school administration, SLT and/or PTA.
6. How do your parental involvement activities address the needs of the parents?

The parent involvement activities address the needs of the parents in various ways. Parent involvement is an outgrowth of the Learning Environment Survey, Parent Teacher Association meetings and the School Leadership Team meetings. Communication between parents, teachers and administrators helps to direct the topics for parent involvement activities. These activities include orientation meetings for parents of ELLs and parents of kindergarten students. Other activities include Family Fun Nights which involves participation of parents with their children. The Parent Coordinator also creates a calendar of workshops based on parent needs; topics have included Safety, Health and Wellness, and How to Help your Child at Home.

D. Additional Information

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

P.S. 69 has been recognized as one of the Chancellor's Showcase Schools. The focus is "Integrating the Arts for Student Success" and visitors get to see the many programs in place that foster language development and acquisition.

--Every child in the school receives instruction in Visual Arts and Music from Kindergarten through Fifth Grade. While this is a goal for many schools, few achieve it with the consistency of P.S. 69. This is reached through their innovative school schedule that covers a seven-day cycle.

--Within those 7-days, teacher meetings are also built in to allow for in-house professional development and planning facilitated by Literacy and Math Coaches which yields rigorous instruction with access for all. Of course, ESL and Bilingual teachers are included in these meetings.

--Arts partnerships promote and enrich students' experiences and promote language. One particular program of note is in conjunction with Arts Connection and provides language support to Kindergarten, First Grade and Bilingual classes. Through live music, students get additional opportunities to joyfully "sing out" in their new language.

--Another successful partnership is with TADA! Youth Theater. This program is provided to enrich the experiences of our Fifth Graders. Using their literacy anchor text, students come up with and write a musical to perform for their peers. Two of the Fifth Grade classes participate in a longer writing residency and the other three Fifth Grade classes perform thematically related songs to supplement the learning and vocabulary.

--Selected students beginning in First Grade are offered the opportunity to learn violin through the Noel Pointer Foundation. Instruction is provided by a professional musician twice per week during the school day. A total of approximately 60 students participate in this program and about half are current and/or former ELLs. Performances include a Winter Concert, Spring Concert and visits to local community events, including a nearby Senior Citizen Home.

--Dancing Classrooms teaches ballroom dance in a Fifth Grade residency. Participants perform for their peers and families at a culminating event and a representative team competes in a Dance Match with other schools. This program is for all Fifth Graders, including ELLs and current and/or former ELLs have often made the select competitive team.

--Our Music teacher conducts a chorus group for Fourth Graders and another for Fifth Graders. All students are able to participate in this, including current and/or former ELLs. Performances include a Winter Concert, Spring Concert and visits to local community events, including a nearby Senior Citizen Home.

--Our Orchestral Band teacher conducts a Fourth Grade and another Fifth Grade Band. All students are able to participate in this, including current and/or former ELLs. Performances include a Winter Concert, Spring Concert and visits to local community events, including the Bay Ridge Ragamuffin Parade.

--All teachers in grades K to 5 coordinate an assembly once per year. This allows all students to participate in a theater production for their parents and peers once per year.

--Additionally, the school provides daytime assemblies in conjunction with Literacy Week celebrations. Visiting artists usually focus on theater or storytelling.

--The Parent Coordinator and Administration host Family Fun Nights that feature visiting multi-cultural music or arts programs. For example, in 2014-2015 artists included a Mariachi Band and an African-American Dance troop.

Part VI: LAP Assurances

School Name: **Vincent D. Grippo**

School DBN: **20K069**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jaynemie Capetanakis	Principal		1/1/01
JoAnn Yenser	Assistant Principal		1/1/01
Patricia Coluccio	Parent Coordinator		1/1/01
Mannor Wong	ENL/Bilingual Teacher		1/1/01
Sally Goh	Parent		1/1/01
Vera Valenti	Teacher/Subject Area		1/1/01
Lillian Chen	Teacher/Subject Area		1/1/01
Dana Marinaro	Coach		1/1/01
Gordana Buchanan	Coach		1/1/01
Michael Enright	School Counselor		1/1/01
Karina Costantino	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
Lisa Fernandes	Other <u>Assistant Principal</u>		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

C. School Information

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

D. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Jaynemie Capetanakis	Assistant Principal JoAnn Yenzer & Lisa Fernandes
Coach Dana Marinaro	Coach Gordana Buchanan
ENL (English as a New Language)/Bilingual Teacher Mannon Wong	School Counselor Michael Enright
Teacher/Subject Area Vera Valenti/ESL	Parent Sally Goh
Teacher/Subject Area Lillian Chen/ESL	Parent Coordinator Patricia Coluccio
Related-Service Provider Amy Walford/Speech	Borough Field Support Center Staff Member Christine Etienne
Superintendent Karina Costantino	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	10	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	9
Number of certified bilingual teachers currently teaching in a bilingual program	3	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	1
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	2	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	2	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (excluding pre-K)	870	Total number of ELLs	506	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) 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

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	1	1	1	0	0	0								0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	506	Newcomers (ELLs receiving service 0-3 years)	497	ELL Students with Disabilities	53
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	9	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	78	0	3	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	409	0	47	9	0	3	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 6

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Chinese	25	25	28											0
Chinese														0
Chinese														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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

* EP=English proficient student

**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 is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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	1	1	2	1	2	2								0
Chinese	77	81	92	63	50	20								0
Russian				1										0
Bengali														0
Urdu		2												0
Arabic		1		5	2	2								0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	37	0	10	0	12	1								0
Emerging (Low Intermediate)	5	7	14	5	13	3								0
Transitioning (High Intermediate)	10	5	14	6	10	3								0
Expanding (Advanced)	9	56	59	62	30	20								0
Commanding (Proficient)	9	18	17	37	20	16								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	5	5								0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	32	24	55	34	36	22								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	40	23	18	0	0
4	18	12	12	4	0
5	19	18	5	2	0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	13	2	19	9	20	4	15	4	0
4	5	0	8	2	16	3	11	3	0
5	12	3	4	2	16	4	7	2	0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	0		8	1	12	1	18	4	0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 The assessment tool we use for our ELL learners at PS69 is Fountas and Pinnell. There are different components, such as word identification, letter and sound correspondences, and independent reading levels. Reading behaviors are noticed, recorded and assessed for levels. There is also a small writing component. The insights that this data provides about our ELLs is that they need language focus on decoding and comprehension in English. Fountas and Pinnell assessments help the schools instructional plan to target each learners reading strengths and weaknesses to differentiate teaching in the classroom. Guided Reading Groups as well as Strategy groups are formed bases on the insights of this data.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The data patterns reveal that ELLs taking the NYSITELL and NYSESLAT are making great gains throughout each proficiency level. There are increases from entering, emerging, transitioning, and expanding levels. 27.6% of ELLs who took the NYSITELL and NYSESLAT exams were in the commanding level. 47.2% were expanding level, 9.6% were transitioning, 9.4% were emerging and 12% were entering. The NYSITELL data informs us that ELLs entering our school are mostly entering levels. The NYSESLAT data informs us that our students are making annual increases in both progress and proficiency.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Our school uses the Annual Measurable Achievement Objective to identify ELL student progress within the targeted goals. We identify the instructional and programmatic differences between specific subgroups. We design targeted data-driven instructional programs to impact student learning. We document and share best practices across districts and schools. We highlight students who exhibit known risk factors in order to develop and implement targeted interventions.
 Due to the changes in proficiency levels in the 2014-2015 NYSESLAT, we do not have the AMAO 1 data for the 2014-1015. The trend for PS 69 is significant progress in learning English for all levels of Entering, Emerging, Transitioning and Expanding. For AMAO 2, the annual increases in the percentage of LEP/ELLs attaining English language proficiency at PS 69 exceeded the NY State Title III AMAO targets of 15% for the 2014-2015 school year. Our school attained 25% proficiency. This is an 8% increase from the previous year 2013-2014 when the attained target of proficiency was 17%.

12. For each program, answer the following:
- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
- a. ELL students 3-5 who took the spring 2015 NYS Math test in their home language did not score any higher than students that took the test in English. Patterns show that newcomers choose the exam in their home language and as their language proficiency levels increase, they choose the exam in English. Patterns were similar for the science exam.
- b. Not applicable
- c. Not applicable
13. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]
- Our school uses various assessment as a guide for instruction for ELLs within the RTI framework. Students are provided with increasingly intensive intervention instruction targeted to match their learning needs as demonstrated by performance on periodically administered assessment. The universal screening for students participating in RTI is used as a baseline according to the following; Fountas and Pinnell assessments are used to identify the students' reading levels. Running records are used to track reading progress. For mathematics, the end of unit classroom tests are analyzed to plan for instruction. The Reading and Mathematics Periodic Assessments are also used to identify specific skills for both literacy and math instruction. All of these multiple sources of assessments guide strong core instruction and planning by the Academic Intervention Services . Progress monitoring informs how at risk students are responding to this instruction. All students, including ELLs who received a Level 1 on the NYS ELA or Math, will receive a minimum of eight weeks of intensive targeted intervention. Instruction will be based on each child's area of need. Strong core instruction includes guided reading, using leveled readers, skill/strategy groups to develop comprehension and NYiReady to support children in test-taking strategies. After eight weeks, children are reassessed to determine the continuation of at-risk SETTS services or referral for special education services.
14. How do you make sure that a student's new language development is considered in instructional decisions?
- Teachers of ELLs make sure that a child's second language development is considered in instructional decisions.
- First ELLs are identified according to English proficiency levels as well as reading levels in Fountas and Pinnell. We consider this in our instructional decisions for second language development. All level of entering, emerging, transitioning, and expanding ELLs are provided with content area instruction using scaffolding strategies to amplify vocabulary and content area knowledge. Home language support such as bilingual word to word dictionaries, and subject area glossaries provided by New York State Education Department are used to bridge the gap. This is a very effective strategy according to our results on the NYSESLAT 2014-2015.
15. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?
- Not Applicable.
16. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
- Success for our ELLs is evaluated using New York State ELA, Mathematics and NYSESLAT. The ATS RLAT report is generated to analyze and evaluate yearly progress and sub-test results to differentiate instructional groups. Additionally, formal and informal testing throughout the year continues to inform instruction.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

14. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
- The English Language Learner (ELL) Identification Process includes 4 steps: (1) the administration of the Home Language Identification Survey (HLIS), which includes an interview with the student and parent to determine the student's home language, (2) determination of eligibility to take the New York State Identification Test for English Language Learners (NYSITELL), (3) the administration of the NYSITELL, (4) the administration of the Spanish LAB to newly identified ELLs whose home language is Spanish.
- When a new admit is enrolled , the parent is given a Home Language Identification Survey (HLIS) form included in the registration application. This Home Language Survey form is provided in their native language . A trained certified bilingual/enl pedagogue

assists the parents in filling out this form. Bilingual translators or the NYC Translation Unit is used if needed. After the parent fills out the form, an interview is conducted by a trained bilingual/ enl pedagogue. Both the parent and child are interviewed in order to determine what language the child speaks predominately at home. Once the trained bilingual/enl pedagogue gathers the Home Language Identification Survey Form and conducts the oral interview, the OTELE code is indicated on the HLIS form. The form is then given to our school Pupil Accounting Secretary who enters the language on ATS. If a parent indicates a language other than English and the certified bilingual/enl pedagogue conducting the interview determines that the language indicated by the parent does not reflect the child's dominant language, a notation is indicated on the HLIS of this occurrence. If the HLIS form indicates a language other than English, and the informal interview determines that the student speaks a language other than English, they are eligible to be administered the NYSITELL as the formal initial assessment. This assessment is used to determine eligibility for ESL services. After the NYSITELL exam is administered, answer documents are immediately scanned into ATS via the attendance scanner. The RLCB Scan Report is run to indicate the students' levels of proficiency. For the students whose HLIS indicates Spanish and have been determined to be eligible for services, the Spanish LAB is administered to determine language dominance. The identification and placement process is conducted within the first ten days of enrollment.

15. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. SIFE identification of ELLs who have attended schools in the United States for less than twelve months and who, upon initial enrollment are two or more years below grade level in literacy in their home language and/or two or more years below grade level in mathematics due to inconsistent or interrupted schooling prior to arrival in the United States. Once a SIFE student is performing at or above the transitioning/intermediate level on the annual English language proficiency assessment, the student's status as a Student with Inconsistent/Interrupted Formal Education is removed, even though the student may continue to be identified as an English language learner.

Schools have 30 school days from initial enrollment to make an initial SIFE determination. Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. Follow all of the same steps as outlined on the preceding pages to identify an ELL. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, proceed with the SIFE Identification Process as outlined below for students who are

Newly identified ELLs, and

- In grades 3 to 9, and
- At the beginner/entering or low Intermediate/emerging level of proficiency as indicated by the NYSITELL results

SIFE Identification Process

1. Administer the oral interview questionnaire

2. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, administer the Literacy Evaluation for Newcomer SIFE (LENS)

Initial SIFE status must be indicated in the DOE's data collection systems no later than 30 days from initial enrollment (BNDC). As per CR Part 154, schools have up to one year to make a final determination of SIFE status; therefore, initial SIFE identification within the 30 days may be modified for up to one year. SIFE status is removed once the ELL scores at intermediate/transitioning level or higher on the NYSESLAT.

16. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide](#), [ELL Identification](#) section).

NYSITELL eligibility for students entering school with IEPs (from within the United States) must be based on the determination of the LPT (Language Proficiency Team). The LPT is comprised of A school administrator, a certified ESL teacher, the IEP coordinator and the student's parent or guardian. A qualified interpreter or translator of the students language is also present at each meeting of the LPT. These procedures are used for initial entry into DOE or reentry after 2 years. The LPT team determines whether the student should take the NYSITELL. The LPT makes a determination as to whether the student may have second language acquisition needs or whether the students disability is the determinant factor affecting whether the student can demonstrate proficiency in English. The principal must accept or reject this recommendation . If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately given to the student. If the principal accepts the recommendation not to administer the NYSITELL the recommendation is sent to the superintendent or designee for a final decision. The parent or guardian must be notified within 3 school days of their decision in their preferred language. The final decision is made by the superintendent or designee. The superintendent or designee has 10 days to accept or reject the LPT's recommendation. If the superintendent determines that the student must take the NYSITELL the school has an additional 5 days to administer the NYSITELL and notify the parent. The form titled Language Proficiency Team NYSITELL Determination Form must be completed and placed in the student's cumulative folder.

17. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Parents are the sole determinants of the ELL programs their children receive, initially and in subsequent years. Therefore, parents must be notified immediately. The Language Access Coordinator (LAC) is part of this team of ESL and Bilingual teachers who coordinate this process at our school. Within 5 school days of ELL determination, parents are informed of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters (in the parents' preferred language), which are available for download:

- Entitlement Letter
- Non-Entitlement Letter
- Continued Entitlement Letter

18. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

PS 69 has established a protocol and assigned qualified and trained staff to manage both the initial and Re-identification Process of ELLs. The Language Access Coordinator (LAC) will be responsible for communicating this to the families. The Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. The school must initiate a review of the ELL status determination upon receipt of a written request from a student's parent or guardian or a student's teacher (if the teacher's request includes written consent from the parent or guardian). P.S. 69 is an elementary school with grades K-5. There are no students that are 18 years of age and older.

19. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Once students has been identified as ELLs as determined by the NYSITELL exam, a New Admit Entitlement Letter is sent home to invite parents to the Parent Selection Orientation meeting. At the beginning of the school year, this meeting is scheduled within the first 10 days. If the parents are unable to make the first meeting, we offer another opportunity to attend a second and third meeting in September and October. At the Parent Orientation meeting, parents are distributed the Parent Survey/ Program Selection Form, and the Parent Brochure (A Guide for Parents of English Language Learners) in their native languages. During this meeting , an administrator welcomes parents and gives an explanation for the purpose of this meeting. The ENL department, as well as native language translators are also in attendance. CR- Part 154 and Title III regulations are explained. Information about mandated number of minutes of services is provided as well as an explanation of the different level of ELLs at the entering, emerging, transitioning, expanding and commanding levels. This information includes the procedures for the identification of ELLs as well as the formation of bilingual classes where there are 15 or more students on a single grade or in two contiguous grades speaking the same language. If there are not enough students to form a bilingual class, parents are informed of the option to transfer their child to another school within the district. If parents reject the transfer, students will remain in our school and receive ENL services and placed on a waiting list. Parents are also informed that failure to return the Program Selection Form will be considered a selection of a Transitional Bilingual Program. It is explained to parents that research shows ELL students who stay in one program perform better academically than those who switch between programs from year to year. After this information is presented, the parents are divided into their native language groups with an ENL/Bilingual pedagogue and translator. The Orientation Video for Parents of ELLs is then viewed giving the parents the information to make an informed decision. After the video, the parents have an opportunity to ask questions for further clarification. The parents then fill out their parent selection form. If parents are unable to attend any of the meetingse, follow-up telephone calls are initiated and documented on a call log to have a make-up session before, during or after school on a one to one basis as to accommodate our parents.

20. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

The process of monitoring parent program choice is the following : At the beginning of the school year , the RLAT report is generated on ATS to identify continuing ELLs based on NYSESLAT scores. NYSITELL scores determine new admit ELLs. Within 5 days of ELL determination parents are informed of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters in their preferred language (Entitlement Letter, Non-Entitlement Letter, Continued Entitlement Letter).

PS 69 reaches out to parents of new admit ELLs by notifying the parents of their child's eligibility for ELL services and provide information and program selection through parent orientation (in the parents' preferred languages) We inform parents of the three instructional models available in NYC and they view the Parent Orientation Video. Each year opportunities are available for parents to come to additional parent orientation in individual or small group settings. The Language Access Coordinator reaches out to parents by telephone or in-person to invite parents to these additional meetings. If parents are still unable to attend the meeting and return the Program Selection form, a default letter is given accordingly

To monitor program choice a binder was created to ensure that the Parent Survey and Progam Selection forms are returned in a timely manner . All parent notification letters entitlement letters are kept on file. All names of ELLs that have received notification letters are kept in a parent contact binder and are identified, highlighted and coded as the following: A continuing ELL/continued

entitlement letter, New admit ELL/ new admit entitlement letter returned, proficient ELL/ non-entitlement letter (NYSESLAT), proficient - ELL (passed NYSITELL). New admit ELLs that come during different times within the school year are given entitlement letters after they have been identified. For transfer students, individual test histories are used to determine ELL status. If there is a student that has enrolled in NYS public school within the preceding two years the re-identification process for ELLs has to be determined. All parent notification letters are filed in the students cumulative folders.

21. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
PS 69 ELL Coordinator monitors all Parent Survey and Program Selection forms that have not been completed and returned in a timely manner. A binder is created to track all the Surveys and ELPC information inputted on ATS. If there is no survey that has been returned or completed, a default letter is given to the parent for notification of program placement.
We enter parent choice as indicated on the Parent Survey & Program Selection Form in the designated screen in ATS (ELPC) as forms are completed. The parent's first choice should be entered as noted on the selection form, regardless of whether that choice is currently offered at the school.
22. Describe how your school ensures that placement parent notification letters are distributed.
Our school ensures that placement parent notification letters are distributed to the parents of ELLs in a timely manner. We use multiple steps to monitor the process from testing to placement are documented by a team of skilled professional teachers who are ESL or Bilingual certified. Placement notification letters are returned and completed with multiple copies secured and stored in three separate locations as details in Question 8.
The Parent Program and Program Selection form is a formal record of the parent's preference of ELL program for their child. It is retained in the student's permanent record and accessible for State or City audits and reviews. A copy of the completed Parent Survey & Program Selection Form can be provided to the parent upon request.
23. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
A team of ESL and Bilingual teachers work to store all documents in three separate locations for access. The first copy will be in the ELL Coordinator's Parent Contact Binder, the second copy in the Cumulative Record attached to the HLIS, and the third copy in the Main Office attached to the copy of the HLIS.
24. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
To target all ELLs to be tested for the NYSESLAT, the following steps are taken to ensure accuracy. The ATS report RLER is generated on ATS to identify current ELLs in our school eligible to take the NYSESLAT. This report is cross-referenced with our school wide roster of ELL students. An admission-discharge report on ATS is generated on a monthly basis to cross-reference and update our ELL student roster school-wide. For transfer students within the school year, individual test histories are generated to identify NYSITELL and NYSESLAT testing from previous schools. ESL and bilingual teachers who administer the Speaking component of the NYSESLAT test are trained by using the scoring guides provided by the state of New York. Teachers scoring the writing component are also trained to score grades K-5 with materials provided by NY state. All teachers administering the NYSESLAT are trained according to the guidelines in the Directions for Administration provided by the NY State Department of Education. We administer the 4 components in the following order as recommended by the New York State Department of Education: Speaking, Listening, Reading and Writing is administered within the window provided by NYS Education Department. The principal determines the 3 official test days to administer, Listening, Reading and Writing to all ELLs. Speaking is conducted first on a one-one basis. If students are absent the test coordinator arranges for an ESL teacher to make-up any components missed. ELLs with special needs are provide testing accomadations according to their IEPs.
25. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
The ESL Coordinator ensures that parent notification letters for continued entitlement and transitional support are distributed in a timely manner. Continued entitled and transitional support students are identified and parent notification letters are distributed. Copies of all letters distributed and returned are kept in a binder for future reference. All parent notification letters are filed in the students cumulative folders.
We send Continued Entitlement Letters to parents of students who continue to be entitled to ELL services (based on the NYSESLAT). Letters are sent to parents before the beginning of the school year but no later than September 15 of the school year in which the student continues to be entitled. Letters are sent in the preferred language of the parent. We receive review student transfer records in order to provide program continuity.
26. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

For the past few years, there has been a small decrease in our school population due to the opening of new schools in the neighborhood and re-zoning by the NYCDOE. However, even with this decrease, we are still over-crowded. In previous years the students in kindergarten and first grades were affected. Currently, kindergarten students have been overflowed to other sites. Overflowed kindergarten students are still offered a placement in our school when a seat is available the following year for first grade. Additionally, many of our ELL students are transient traveling back and forth to their native countries or within the United States throughout the school year. This highly impacts our bilingual and ESL programs.

In the previous years, 2013-2015, 10% of our ELL students had chosen a Chinese TBE program as their choice for the lower grades. Classes were provided for these students based on parental choice. However, for the upper grades there were not enough students in one particular grade or from two contiguous grades to form a Chinese TBE class. These parents of upper grade students were then offered a transfer option to another NYC public school within the district. They rejected the transfer and remained in the Freestanding ESL program at our school. Continuation of Service letters are provided to these parents yearly to ensure their continued program choice. We continue to monitor the option of opening Chinese bilingual classes for future grade level programming.

For 2014-2015, the survey choices for the new admits were as follows: 25 parents of kindergartners had chosen a Chinese TBE program. 25 were placed in the Chinese bilingual and 0 were on a waiting list. For 1st grade, 14 parents chose Chinese TBE program and 11 were placed accordingly. 3 students rejected a transfer option and are on a waiting list because the 1st class is capped to full capacity. For 2nd grade, 4 parents chose Chinese TBE program and all 4 students were placed in the 2nd grade bilingual class. For 3rd grade, 1 parent selected Chinese TBE program, rejected the transfer option and was put on a waiting list. For 4th grade, 1 parent selected Chinese TBE program but refused a transfer option and is placed on a waiting list. For 5th grade one parent selected Chinese TBE program.

There was a total of 88 parents that chose placement in a Free-Standing ESL program at our school for grades K-5. All students were placed in the ESL program. 2 parents picked a Dual- Language program.

The program models at PS 69K are aligned with parental choice. The trend continues to be that parents with children in the lower grades prefer Chinese TBE programs. However the trend continues to be that parents of students in the upper grades choose Freestanding ESL. Parents of upper grade students are increasingly concerned about NYC and NYS testing, especially for the ELA test as well as the challenging Common Core Learning Standards in Literacy. They are also concerned about middle school placement.

Part V: ELL Programming

B. Programming and Scheduling Information

21. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).

d. Freestanding ENL program.

1 Freestanding English as a new language (ENL) program at PS 69 provide instruction in English with home language support, emphasizing English language acquisition. The stand-alone ENL is instruction to develop English language skills so that students can succeed in core content courses. It is delivered by a certified ENL teacher. These stand-alone students are grouped by ENL levels of entering and emerging. The Integrated ENL instruction focuses on English language skills through content area instruction. It is delivered by a certified ENL teacher co-teaching with a content area teacher. Both integrated and stand-alone ENL instruction include content area subject matter using ENL strategy. All ELLs and former ELLs up to two years after exiting ELL status must receive a minimum number of units of integrated ENL.

1.ENL Instruction is delivered through a predominately push in collaborative model with some pull out for entering, emerging and transitioning students with 2 self-contained classes in kindergarten and 1 self-contained class in 3rd grade. There are Chinese bilingual classes in kindergarten, first and second grades; one on each grade level, respectively.

a: The organizational models for our ENL program instruction is mostly push-in with co-teaching when necessary. There are two kindergarten ESL self-contained classes. The pull-out model is focused on phonics instruction for the Beginner level ELLs. The push-in model focuses on content area vocabulary and comprehension.

The program model for our ESL program is programmed to satisfy the Commissioners Regulations for part CR-154. Each

class is heterogeneously grouped by grade. ENL instruction is homogeneously grouped. In the push-in model, ENL teachers are scheduled to be with their ELLs during the literacy block as much as possible.

e. TBE program. *If applicable.*

Transitional bilingual education (TBE) programs are designed so that students develop conceptual skills in their home language as they learn English. All instruction is Common Core-aligned to accelerate student achievements. TBE programs are predicated on transferring literacy from a student's home language to a student's new language (English). Students acquire literacy most effectively in language most familiar to them. Skills used in home language acquisition (e.g., making sense of print, using writing to communicate, playing with language structure, developing vocabulary) are skills that a student can use for faster and more successful acquisition of English literacy.

In TBE programs, students transfer home language skills to English by spending instructional time primarily in the home language before steadily transitioning to English. At the beginning/entering level, TBE students are expected to receive 75% of instruction in their home language and 25% in English. As a student's English proficiency increases, more of his or her instructional day is spent learning in English. In TBE programs, teachers must make several considerations when determining which language is best to teach certain concepts. Teachers must consider carefully the intellectual demand of concepts, student familiarity with concepts in the home language and English, and the academic language required for using and mastering concepts.

f. DL program. *If applicable.*

Not applicable.

22. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

b. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

The mandated number of instructional minutes is provided according to proficiency levels in our TBE and ENL program. We identify all ELLs according to their proficiency levels of entering, emerging, transitioning, expanding and commanding and the teachers are programmed accordingly. For our ENL program, entering and emerging level students are programmed for 360 minutes; transitioning and expanding students are programmed for 180 minutes; and commanding students are programmed for 90 minutes. ENL instructional time for the TBE program is delivered within the Literacy block 2 periods a day.

a. Bilingual instruction for grades K, 1 and 2 are provided according to the following program model. Students in the beginning stages receive native language instruction and English instruction using a 60/40 ratio of Chinese and English respectively. Students in the intermediate stages receive native language instruction using a 50/50 ratio of Chinese and English. Students in the advanced stages receive native language instruction using a 25/75 ratio of Chinese and English. Native Language instruction is delivered in blocks of 50 minute periods daily according to the Language Allocation Policy Guidelines for Transitional Bilingual Programs. As the year progresses, the teacher shifts increasingly towards English instruction in line with the students' emerging language proficiency. ESL instructional time for the TBE program is delivered within the literacy block, 2 periods a day.

In line with the Commissioners Regulations, Part 154, all of the Bilingual teachers differentiate instruction according to students language levels. The bilingual classes extend the literacy block, when needed, in order to accommodate the varied needs of the bilingual learner. The following is a 7 period day schedule for a Chinese TBE class.

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

The ENL program further differentiates levels of instruction by providing 360 minutes for entering and emerging students. Transitioning and expanding students receive 180 minutes of instruction. Commanding student receive 90 minutes of instruction. The following is a schedule for a 7 period push-in ENL class.

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

23. Describe how core content is delivered in each program model. 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.

Core content is delivered in the Chinese Bilingual and ENL program to integrate academic and English language instruction for success in the content subject areas. The instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards is based on the Sheltered Instruction Observation Protocol Model (SIOP). This SIOP model makes academic instruction comprehensible by providing extra

context support to the learner to enrich language development. We align this instructional model with the Ready -Gen adapted curriculum i to differentiate instruction for ELLs to make content comprehensible. The key components of SIOP are the following :highlighting key concepts or vocabulary, using visuals and graphic organizers, modifying speech, modeling structure, and practicing skills within structured activities. These are scaffolding techniques that build language skills and content vocabulary.

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

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

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

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

Throughout the year, ongoing English language proficiency is required to ensure each ELL is developing the language skills and knowledge based on his or her individual abilities and circumstances. There is monitoring of language proficiency growth to inform instructional planning. For the modalities of listening, speaking, reading and writing, informal assessments consist of anecdotal teacher notes, rubrics and checklists for skills attained. Informal assessment also includes student self assessment and peer assessment.

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26. How do you differentiate instruction for each of the following ELL subgroups?

f. SIFE

g. Newcomer

h. Developing

i. Long Term

j. Former ELLs up to two years after exiting ELL status

27. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

PS 69 has a procedure to ensure that approved re-identification of both ELLs and non-ELLs has not been adversely affected by this process that takes place between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student). The Re-identification process consists of the following steps:

1. School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal).

2. School reviews all documents related to the initial or reentry identification process detailed above.

3. School reviews the student's work in English and in the home language.

4. School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL.

5. School consults with parent or guardian.

6. School conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English.

7. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.

8. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.

9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.

10. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.

11. All notifications and relevant documents must be kept in the student's cumulative folder.

Phase 2 Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services 4 A bilingual or English to speakers of other languages teacher, certified pursuant to CR Part 80, who is fluent in the home language of the student and parent or guardian, or uses a qualified interpreter/translator of the language or mode of communication the student or parent or guardian best understands, or (2) a teacher who is certified pursuant to CR Part 80, and has been trained in cultural competency, language development and the needs of English language learners, and who is proficient in the home language of the student or parent or guardian or uses a qualified interpreter/translator of the language or mode of communication the student or parent or guardian best understands. NYCDOE | 25 to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

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

Teachers of ELLs and Students with Disabilities provide access to academic content using specific instructional strategies and grade level materials. There are four special education teachers that provide this additional support to at-risk students, ELL students and bilingual students with special needs. There are two self-contained special education classes with ENL students that also receive this support. The special education teacher aligns instruction with the classroom teacher providing support to the students. One strategy is to modify the content materials used in the subject area being taught. Another strategy is to scaffold materials learned by using graphic organizers, and pre-teaching vocabulary for conceptual knowledge in learning new information . The special education teachers uses additional instructional material to accelerate English language development: Explode the Code by School Specialty, SRA by Mcgraw-Hill, Wilson and Wilson Foundations by Wilson Language Training, and i-Ready, by Curriculum Associated which is a web-based program used as a diagnostic for instruction. Explode the code and Wilson Foundations (a language training program) is aligned with the Ortham-Gillingham method to accelerate phonemic awareness and strategy for ELL-SWDs. SRA by Mcgraw-Hill develops comprehension, vocabulary, fluency , word analysis and study skills. It reinforces specific skill based on students weaknesses. It engages students interest and knowledge base using both fiction and non-fiction text. It promotes individualized and independent student work. I-ready provides rigorous on grade level instruction and practice to meet individual or small group needs. It is personalized student instruction based on student needs and ongoing progress monitoring for teachers.

Home language materials used for students of ELL-SWDs include NYS word -to word content area dictionaries to align to content area subjects such as science, math, and social studies and bilingual libraries both non-fiction and fiction. An instructional strategy used for home language instruction is "Preview , View and Review " In this strategy the teacher first provides students with a quick introduction to the lesson in the native language; then the lesson is given in English; and finally a short summary is provided in Chinese. Another strategy to develop academic language is to provide multiple points of entry for their students according to their English proficiency level For example, all students will be working within the same content area but the teacher will be able to create different supports to their students to access the content and academic language.

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

All ELL-SWDs achieve their IEP goals by using flexible scheduling for a least restrictive environment. Flexible scheduling is implemented for both general education students as well as for ELL students in a 12-1-1 model. Using the least restrictive environment, the ELL students that are approaching standards in the 12-1-1 class are mainstreamed into general education content area classes. For the general education ELLs with an IEP the reverse programming is implemented. Students who are struggling in a subject area will be given several periods a day in a 12-1-1 class. This flexibility in scheduling in a least restrictive environment will help ELL- SWDs in general education and special education class attain English proficiency. For instructional flexibility, there is tiered support system of RTI in place and in addition, targeted scaffolding support in the mainstream classroom or resource room. To support meeting their standards based IEP goals, meaningful and regular consultation , planning, support and coordination are all within the meeting times of special education teachers and related service providers. All special education teacher and support personnel for ELL-SWDs are included in curriculum planning meetings. Flexible grouping is a key component for group formation to match learning tasks based on the curriculum and learner's strengths, needs, and interest.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

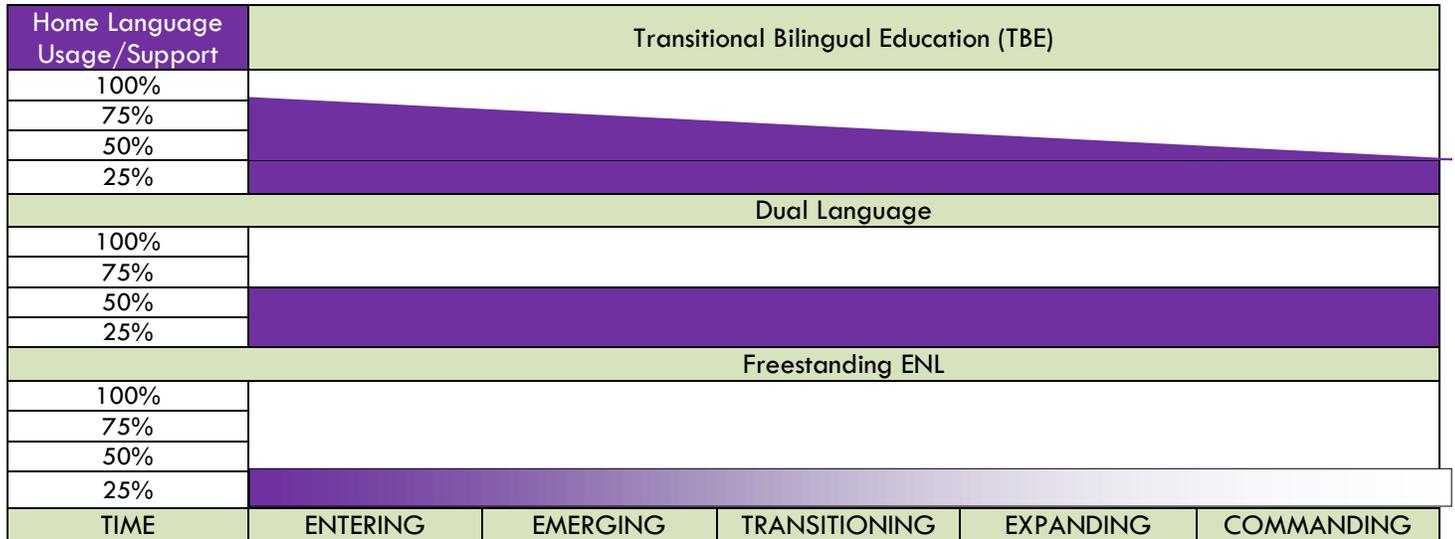


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



E. Programming and Scheduling Information--Continued

30. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. The targeted intervention programs for ELLs in ELA and Math consists of Academic Intervention Services (AIS) that target students in the following categories; students who have not made progress as Expanding or Transitioning ELLs for 2 years; Expanding ELLs and students who scored a level 1 in the New York State Math test and English Language Arts test . RTI tiered support is implemented throughout the school. Students that are in targeted intervention programs are discussed in monthly Pupil Personnel Team and School Implementation Team meetings for regular consultation, planning, support, and coordination of all services and instruction. Students in targeted intervention programs are grouped according to needs and abilities for specific scaffolded support. These students are also included in our after school programs for extra tutoring when such program are in sessions. The following data is used to identify students that require targeted intervention programs for instructional support; NYSESLAT scores, Fontus and Pinnell reading levels, ELA and Mathematics score, and Informal teacher observations. NYSESLAT scores identify at risk ELLs that have not made progress in learning English. Fontas and Pinnell identify at risk ELLs that have not made progress in reading. ELA and Mathematics results inform us of ELLs that fail to meet standards. Informal teacher observations help us take a closer look at daily students performance and interactions.

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

Our current program is meeting the needs of the ELLs at PS 69 both in content and language development. We continually evaluate the effectiveness of our ELLs in both content and language development by analyzing the data form NYSESLAT, ELA and Mathematics exams. All teachers are made aware of their ELL students and their proficiency levels at the beginning of the year when they articulate with their ENL/ESL providers. School-wide access of students data is available on Google Docs share folders. The data indicates that ELL students are progressing in both content and language development. The 2015 NYS ELA and Math data showed that in the important sub-groups, PS 69 is far exceeding the city's averages.

ELA 2015

- P.S. 69 ELLs scoring at Levels 3 & 4 = 23.7%
- NYC ELLs scoring at Levels 3 & 4 = 4.4%
- P.S. 69 English Proficient Students scoring at Levels 3 & 4 = 63.3%
- NYC English Proficient Students scoring at Levels 3 & 4 = 34.5%
- P.S. 69 Former ELLs scoring at Levels 3 & 4= 53.8%
- NYC Former ELLs scoring at Levels 3 & 4 = 25%

--The 2015 NYS Mathematics data showed that in the important sub-groups, P.S. 69 far exceeded the city averages. This included the following:

- P.S. 69 ELLs scoring at Levels 3 & 4 = 56.5%
- NYC ELLs scoring at Levels 3 & 4 =14.6 %
- P.S. 69 English Proficient Students scoring at Levels 3 & 4 = 73.4%
- NYC English Proficient Students scoring at Levels 3 & 4 =38.5%
- P.S. 69 Former ELLs scoring at Levels 3 & 4= 86.5%
- NYC Former ELLs scoring at Levels 3 & 4 = 38.5%

We believe the universal language of the arts has made all the difference for our students.

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

We will continue to consider further aligning both Ready -Gen and Go Math curriculum for the upcoming school year. The rationale being that the Title III AMAO data has shown us that we are meeting our annual increases in the percentage of LEP/ELLs making progress in learning English, Annual increases in the percentage of LEP/ELLs attaining proficiency and also Adequate Yearly Progress for LEP/ELL subgroups in meeting grade -level academic achievement standards in ELA and Math. Please see previous data from question 11.

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

We discontinued Cornerstone by Pearson because it was not aligned with the Ready-Gen and Go Math curriculums. It did not provide enough content area instruction for ELLs to meet the common core standard. Although our goals were met on the AMAO targets for 2014-2014, and 2014-2015 we wanted to further challenge students to meet rigorous common core aligned standards within the classroom.

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

ELLs are afforded equal access to all school programs. During the day, they participate in the subject areas of art, music, technology, and physical education. A special student counsel is organized for students to participate in fundraisers, school spirit,

and community activism. They are exposed to the democratic process of an election by campaigning and are required to make a public speech. Students vote for the candidate they believe represents them. Another school-wide activity to promote community service is the Penny Harvest Project. Pennies are donated to a community organization to teach awareness in giving to others in need. The Title III afterschool instructional program assists students to develop literacy and mathematics skills as well as supplemental instructional materials for NYSESLAT . ELL students participate and have equal access to the same activities that the monolinguals are offered. Our school invites ELLs to participate in all school-wide social and academic activities, both during the day and after school. Students and parents receive a monthly calendar, as well as invitations and notices in their native language to invite and inform . ELL Parents are also invited to bi weekly parent workshops.

35. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

Computer technology which incorporates both visual and audio cues are used with ELLs in all the grades. Content area vocabulary is highlighted through this visual interactive media. Students in kindergarten through fifth grades receive computer technology instruction provided by our technology specialist. PS 69 is a participant of Raz-Kids.com, an online leveled book library with comprehension quizzes for grades K-5. This program is geared towards the ELL population with the support of listening, reading and writing activities that are differentiated according to level. We also provide access to "Brain-Pop," which is an animated and curriculum based content program online. All classrooms have Smartboards, a digital interactive medium which permits students to use a laptop as a classroom tool for group or individual instruction in all content subject areas.

36. How is home language support delivered in each program model (DL, TBE, and ENL)?

Native language support is delivered in the Chinese bilingual classes with bilingual books for their libraries. Additionally, teachers create their own materials in Chinese to support a bilingual learning environment in content areas such as math, social studies, and science. Bilingual dictionaries in Chinese and other native languages are available both in the classroom and the library. For the upper grades, bilingual word to word glossaries in the content areas of math, science and social studies are available through the NYS Education Department. For the ESL program model, direct translation of vocabulary words is a strategy used to aid comprehension for language acquisition.

37. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

All support services and resources correspond to ELLs ages and grade levels. Aged appropriate and grade level appropriate materials are selected to teach multi level students with different abilities. Guided reading, comprehension strategies and the Orton Gillingham approach with explicit phonics instruction is used in small groups with support services. We use the i-ready program to differentiate instruction according to students' skills and abilities in reading. For the support services in mathematics, the students are grouped according to their math levels on assessments. Specific grade level mathematics skills and strategies are taught. Alternate placement paras as per IEP are assigned to ELL students with disabilities to provide L1 support throughout the day in their classroom. This additional support helps ELLs with disabilities comprehend content knowledge and small group instruction.

38. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

In the future we are considering arranging events that target newly enrolled ELLs. Potential activities may include newcomer events to transition students/parents to their new environment. School staff involved in such activities include, th parent-coordinator , Bilingual Esl/Enl staff. All new parents of K students (which are primarily new-admit ELL students) are invited to a Welcome Morning hosted by the Parent Coordinator and PTA in September. The Parent Coordinator also provides all parents opportunities for monthly workshops. All newly enrolled students throughout the year receive a packet of information from the Main Office to assist with routines, expectations and school policies.

39. What language electives are offered to ELLs?

There are no language electives offered to ELLs.

40. For schools with dual language programs:

- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- In which language(s) is each core content area taught?
- How is each language separated for instruction?
- Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

There is no dual language programs.

F. Professional Development and Support for School Staff

5. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
The professional development plan for ELL personnel and classroom teachers include mandated and optional professional development within and outside of school. Classroom, ELL and bilingual teachers participate in workshops offered by the NYC Department of Education, Department of English Language Learners and Student Support. The focus is providing support for all students including the ELLs using the new NYC Ready -Gen and Go-Math programs. The literacy and math coaches provide extensive support to both classroom and ESL teachers to implement the complexities of this challenging curriculum. The professional development plan for ELL personnel during our allotted professional learning time include the following:
October 2015- Total Physical Response to build and identify vocabulary
November 2015-Visuals within the text to support comprehensible input
December 2015-Chunking Strategies to understand main ideas and details
January 2016- Guided Reading instruction with a focus on language objectives
February 2016- Picture dictionaries to develop and identify vocabulary
March 2016- Summarizing using pictures to recall details
April 2016- Getting ready for the NYSESLAT
May 2016- Using writing rubrics for scoring the NYSESLAT
June 2016- Reflections on ENL program for 2015-2016 school year
6. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Here are some professional development activities that are offered to teachers of ELLs including ENL and bilingual teachers are offered by NYC Department of Education the Department of English Language Learners and Student Support.
Understanding ELLs: Reaching the Educators' Hearts and Minds
Enhancing Instructional Support in the English as a New Language and the Integrated ENL classroom
RTI Resources for Teachers of ELLs
Supporting ELL's Literacy Development
Students with Interrupted Formal Education
Elementary Chinese Bilingual Professional Development Institute
- specific to ELLs are provided with ongoing professional development with the Common Core Learning Standards at the school-level during professional development for Ready-Gen and Go-Math. Weekly professional development periods are planned to support all teachers of ELLs to implement Common Core Standards with these new literacy and math curriculums. Additionally, teachers are encouraged to engage in city-wide and online professional development to enhance their knowledge of the Common Core Learning Standards.
7. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
The Parent Coordinator is the key person who assists in providing the staff and parents information to help students and parents transition to middle school. She informs 5th grade teachers and parents about the specialized middle schools programs. She provides an orientation meeting to parents about procedures and paperwork required for this process. Information is provided in the student's native language. Additionally, the parent coordinator assists in organizing the graduation ceremony with the fifth grade teachers.
8. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
Our main focus is to share best practices for co-teaching strategies and integrating language and content instruction for English language learners. We have designed professional development to focus on vocabulary in the content areas for increased comprehension for ELLs. The literacy units are thematically based using Ready-Gen anchor texts, however, classroom teachers create their own unit plans with the support of the Literacy Coach. ENL Teachers attend the planning sessions and then continue to refine and develop supplemental plans to support comprehension through key vocabulary. Our professional development plans allows us to share out and become resource staff for all teachers across grades. In addition, ENL/Bilingual teachers attend professional development conducted by NYCDOE the Department of English Language Learner Student Support.
Tentative Professional Development Calendar 2015 -2016
*October 2015: Inquiry time meeting: Ready-Gen vocabulary list align with ESL Cornerstone vocabulary activities. Grades kindergarten- fifth grade.
*November 2015: Mandated/ Optional Professional Development: Ready- Gen vocabulary grade 3 align with ESL strategies
*November 2015: Mandated/Optional Professional Development: Ready -Gen vocabulary grade 4 align with ESL strategies

*December 2015: Mandated/ Optional Professional Development: Ready-Gen vocabulary grade 2 align with ESL strategies
*January 2016 : Mandated/ Optional Professional Development: Ready-Gen vocabulary grade 5 align with ESL strategies
*January 2016: Mandated/Optional Professional Development: Ready-Gen vocabulary grade 4 align with ESL strategies
*February: 2016: Mandated/Optional Professional Development : Ready-Gen vocabulary grade 1 align with ESL strategies
*February 2016: Mandated/Optional Professional Development: Ready-Gen vocabulary Kindergarten align with ESL strategies
*March 2016: Getting Ready for the NYSESLAT Grades Kindergarten- 5th Grade
Attendance records and agendas are maintained for every professional development meeting by coaches, teachers and administrators.

G. Parental Involvement

7. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

The school provides annual individual meeting with parents of ELLs to discuss goals, language development, assessment etc by maintaining the following; attendance sheets,

ESL teachers reach out to parents of ELLs to discuss goals of the program, language development, progress, language proficiency assessment results, and language development needs in all content areas. These meetings are arranged on Tuesday afternoons from 2:20 to 3:00. Bilingual staff members assist with translation when needed.

8. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

ELL staff individually meet with the parents or guardians of English language learners at least once a year, in addition to parent-teacher conferences, initial parent orientations, quarterly progress meetings or other scheduled meetings provided for parents or guardians, to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. This additional meeting includes school staff necessary to sufficiently inform the parents or guardians about the child's language development in all content areas in English and in the child's home language in the case of students enrolled in a bilingual education program. These meetings are conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands. Schools record attendance using existing procedures which include, telephone logs, attendance sheets and agendas if applicable.

9. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parent involvement is an essential component of our school community. Parents of newly arrived ELLs are invited to several parent orientation meetings to inform them of their program selection options. The Parent Coordinator is involved in planning additional meetings for parents of ELLs. The Parent Coordinator plans the Title I parent meeting with translators to inform parents of the school parent involvement policy and school/parent compact. The Parent Coordinator also informs parents about our Comprehensive Education Plan (CEP). Parents are informed about Parent Leadership positions on our School Leadership Team (SLT), Parent Teacher Association (PTA) and Parent Advisory Committee (PAC). The Parent Coordinator organizes monthly meetings to inform parents of community resources, happenings and events. Additionally, the Parent Coordinator organizes monthly informational meetings about curriculum, Common Core Standards and city-wide testing. The PTA conducts monthly meetings and translators are always available. Parents and students participate in monthly "Family Fun Nights" where they attend performances and engage in hands-on art activities, to promote a positive school culture and community spirit. Parents and community members are also offered on-site adult ESL classes three days a week for in the afternoon sessions through the New York City Office of Adult Education.
10. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

The school is partnered with various Community Based Organizations to provide workshops and services to ELL parents. The Brooklyn Chinese Association (BCA) is an organization that provides needed service to parents and students. They offer an after school homework assistance program housed in our building. BCA also assists parents with information about resources and services available in the community and surrounding neighborhoods. The United Federation of Teachers (UFT) also offers Dial a Teacher for further homework help and parent workshops throughout the city. Another Community Based Organization, Health Plus/Amerigroup, provides the parents workshops during the school day to inform about health and student issues. They also provide information about health coverage for families. Our school has also coordinated with Maimonides Medical Center and Sing Tao Chinese Newspapers to hold an annual Health Fair in the spring on a Saturday. This annual events brings medical providers and information directly to our families and is held in our school building and outside in our school yard.

11. How do you evaluate the needs of the parents?

The needs of parents are evaluated in various ways. A parent orientation meeting is conducted for parents of kindergarten students during the first week of school. They are given an overview of the school and general information such as busing, lunch menus, and arrival and dismissal procedures. The ELL department conducts the Parent Orientation Meeting for parents of newly admitted ELLs. The PTA works in collaboration with the parent coordinator to address any questions or concerns. A Learning Environment Survey from the New York City Department of Education is distributed to parents each year. This survey is used to evaluate the concerns of the parents on topics such as school environment, safety, and education. Parent members of the School Leadership Team also share issues that are important to parents at monthly SLT meetings. Any issues brought to the attention of the Parent Coordinator are also discussed with school administration, SLT and/or PTA.

12. How do your parental involvement activities address the needs of the parents?

The parent involvement activities address the needs of the parents in various ways. Parent involvement is an outgrowth of the Learning Environment Survey, Parent Teacher Association meetings and the School Leadership Team meetings. Communication between parents, teachers and administrators helps to direct the topics for parent involvement activities. These activities include orientation meetings for parents of ELLs and parents of kindergarten students. Other activities include Family Fun Nights which involves participation of parents with their children. The Parent Coordinator also creates a calendar of workshops based on parent needs; topics have included Safety, Health and Wellness, and How to Help your Child at Home.

H. Additional Information

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

P.S. 69 has been recognized as one of the Chancellor's Showcase Schools. The focus is "Integrating the Arts for Student Success" and visitors get to see the many programs in place that foster language development and acquisition.

--Every child in the school receives instruction in Visual Arts and Music from Kindergarten through Fifth Grade. While this is a goal for many schools, few achieve it with the consistency of P.S. 69. This is reached through their innovative school schedule that covers a seven-day cycle.

--Within those 7-days, teacher meetings are also built in to allow for in-house professional development and planning facilitated by Literacy and Math Coaches which yields rigorous instruction with access for all. Of course, ESL and Bilingual teachers are included in these meetings.

--Arts partnerships promote and enrich students' experiences and promote language. One particular program of note is in conjunction with Arts Connection and provides language support to Kindergarten, First Grade and Bilingual classes. Through live music, students get additional opportunities to joyfully "sing out" in their new language.

--Another successful partnership is with TADA! Youth Theater. This program is provided to enrich the experiences of our Fifth Graders. Using their literacy anchor text, students come up with and write a musical to perform for their peers. Two of the Fifth Grade classes participate in a longer writing residency and the other three Fifth Grade classes perform thematically related songs to supplement the learning and vocabulary.

--Selected students beginning in First Grade are offered the opportunity to learn violin through the Noel Pointer Foundation. Instruction is provided by a professional musician twice per week during the school day. A total of approximately 60 students participate in this program and about half are current and/or former ELLs. Performances include a Winter Concert, Spring Concert and visits to local community events, including a nearby Senior Citizen Home.

--Dancing Classrooms teaches ballroom dance in a Fifth Grade residency. Participants perform for their peers and families at a culminating event and a representative team competes in a Dance Match with other schools. This program is for all Fifth Graders, including ELLs and current and/or former ELLs have often made the select competitive team.

--Our Music teacher conducts a chorus group for Fourth Graders and another for Fifth Graders. All students are able to participate in this, including current and/or former ELLs. Performances include a Winter Concert, Spring Concert and visits to local community events, including a nearby Senior Citizen Home.

--Our Orchestral Band teacher conducts a Fourth Grade and another Fifth Grade Band. All students are able to participate in this, including current and/or former ELLs. Performances include a Winter Concert, Spring Concert and visits to local community events, including the Bay Ridge Ragamuffin Parade.

--All teachers in grades K to 5 coordinate an assembly once per year. This allows all students to participate in a theater production for their parents and peers once per year.

--Additionally, the school provides daytime assemblies in conjunction with Literacy Week celebrations. Visiting artists usually focus on theater or storytelling.

--The Parent Coordinator and Administration host Family Fun Nights that feature visiting multi-cultural music or arts programs. For example, in 2014-2015 artists included a Mariachi Band and an African-American Dance troop.

Part VI: LAP Assurances

School Name: **Vincent D. Grippo**

School DBN: **20K069**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jaynemie Capetanakis	Principal		1/1/01
JoAnn Yenser	Assistant Principal		1/1/01
Patricia Coluccio	Parent Coordinator		1/1/01
Mannor Wong	ENL/Bilingual Teacher		1/1/01
Sally Goh	Parent		1/1/01
Vera Valenti	Teacher/Subject Area		1/1/01
Lillian Chen	Teacher/Subject Area		1/1/01
Dana Marinaro	Coach		1/1/01
Gordana Buchanan	Coach		1/1/01
Michael Enright	School Counselor		1/1/01
Karina Costantino	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
Lisa Fernandes	Other <u>Assistant Principal</u>		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **20K069** School Name: **Vincent D. Grippo**
Superintendent: **K.Costantino**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learn DOE.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The majority of the written translation and oral interpretation needs are in the Chinese language. Chinese is the identified primary language of approximately 85% of the families of PS 69K. Home Language Report (RHLA) from ATS provided the following information: Out of a total of 871 students, 714 identified Chinese language; 78 identified English; 32 identified Spanish; 27 identified Arabic; 11 identified Urdu; 2 identified Albanian; 2 identified Russian; 1 identified Portuguese; 1 identified Slovak; and 1 identified Turkish. The findings are discussed and shared at School Leadership team meetings and Parent Association meetings, as well as Faculty Conferences, when appropriate. All information about our school register, including ethnicity and percent of ELLs are reported on the Statistics and Budget page of the school website at <http://schools.nyc.gov/SchoolPortals/20/K069/default.htm>

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

- Annual parent handbook
- Monthly calendars
- Monthly principal newsletter
- New York State testing dates
- Quarterly/bi-monthly grade specific newsletters

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

- Monthly parent workshops
- Parent teacher conferences in September, November, March and May
- Weekly parent engagement meetings
- Open house in November
- Monthly parent workshops conducted by staff and/or community-based organizations
- Monthly family fun nights
- New parent orientation meeting in September
- English as a New Language orientation meeting in September
- Kindergarten orientation meeting in September
- Monthly School Leadership Team meetings
- Annual Town Hall Safety meeting
- Showcase Schools parent meeting

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

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

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

At a staff meeting, the Language Access Coordinator will share best practices for language translation and interpretation. The staff is fully aware that translating documents is an effective way of communication with the families of our students. The Language Access Coordinator has participated in training provided by the Translation and Interpretation Unit. The T&I brochure, Language ID Guide and Language Palm Card are distributed during staff meetings. Staff members can readily access the materials from the school website. Before the four parent teacher meetings, an email regarding translation services and the over-the-phone interpretation service will be sent.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

The school will fulfill the Chancellor's Regulation that families with Limited English will be provided with a meaningful opportunity to participate and have access to programs and services critical to their child's

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

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parents are welcomed to voice questions, suggestions and concerns to the school. The Parent Coordinator can direct the parents to the appropriate person(s) and/or necessary resources. Parents can bring issues and concerns to the monthly School Leadership Team meeting. A focus group of parents inclusive of all cultures and languages represented in our school will be asked to meet in order to gather feedback and improve practices. Informal surveys will be conducted throughout the school year to gather feedback on parents' needs.