



**2015-16**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

<b>DBN: (i.e. 01M001):</b>	<b>15K169</b>
<b>School Name:</b>	<b>P.S. 169 SUNSET PARK</b>
<b>Principal:</b>	<b>EUJIN JAELA KIM</b>

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: PS 169 The Sunset Park School School Number (DBN): 15K169  
Grades Served: Elementary / K - 5  
School Address: 4305 7th Avenue, Brooklyn, NY 11232  
Phone Number: 718) 853-3224 Fax: 718) 633-9621  
School Contact Person: Jamie Fidler Email Address: [jfidler2@schools.nyc.gov](mailto:jfidler2@schools.nyc.gov)  
Principal: Jaela Kim  
UFT Chapter Leader: Linda Ruiz  
Parents' Association President: Mimi Ferrer  
SLT Chairperson: Jaela Kim  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Julie Candelaria  
Student Representative(s):  
\_\_\_\_\_  
\_\_\_\_\_

**District Information**

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

**Borough Field Support Center (BFSC)**

BFSC: Brooklyn North Director: Bernadette Fitzgerald  
Director's Office Address: 131 Livingston Street, Brooklyn, NY 11201  
Director's Email Address: BFitzge2@schools.nyc.gov  
Phone Number: 718-935-3954 Fax: 718-935-4356

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and 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)
Eujin Jaela Kim	*Principal or Designee	
Linda Ruiz	*UFT Chapter Leader or Designee	
Mimi Ferrer	*PA/PTA President or Designated Co-President	
Anna Ruiz	DC 37 Representative (staff), if applicable	
Julie Candelaria	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Sandra Acevedo Gonzales	Member/ staff	
Jennifer Greene	Member/ staff	
Milly Canales	Member/ staff	
Mimi Ferrer	Member/ parent	
Guo Mei Liao	Member/ parent	
Jennie Ni	Member/ parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Shelly Lin	Member/ parent	
Chun Ying Xu	Member/ parent	
Su Qing Chen	Member/parent	
Amy Cai Chin	Member/staff	
	Member/	
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP 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 SCEP 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 School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement 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 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.

#### **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.

## **Accountability Tools 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 informed by the New York State Education Department’s (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

### **NYSED’s Six DTSDE Tenets**

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

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

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

### **NYCDOE’s Quality Review (QR)**

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 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 SCEP 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:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** 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 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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: SCEP 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.

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

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

- 11 Chinese bilingual
- 3 Spanish bilingual
- 10 self-contained ESL(English as a Second Language)
- 13 integrated co-teaching
- 5 special education, self-contained

Over the past year, there has been a change in school administration. The principal is beginning her 2nd year at the school. All 4 interim acting principals are beginning their first year at the school, for a total of 5 on the administrative team. Eighteen new teachers were hired in the current school year.

### English Language Arts Findings

1. Student performance at PS 169 has historically (2013, 2014, 2015) exceeded NYC performance on Constructed Response items in all three grade levels.
2. Over the past three years, Grade 3 has shown gaps in 6 of the assessed standards, Grade 4 has shown gaps in 8 standards, and Grade 5 has shown gaps on 13 standards.
3. Although Grade 5's performance over the last three years showed gaps in 13 areas, 8 of them were from 2013 and only one of those standards had a gap again in 2015. Seven of the gaps in Grade 4 are from 2013.
4. Both Grade 3 and Grade 5 demonstrated significant gaps against the skill of "determining the meaning of words and phrases as they are used in a text." The gap in Grade 3 was in informational texts while Grade 5's was in literature. Grade 4 showed no significant gaps in this skill.

### Mathematics Findings

1. Student performance at PS 169 has historically (2013, 2014, 2015) exceeded NYC performance on virtually all items in all three grade levels.
2. In Grade 3, the school outperformed NYC by the smallest margin in the topic of "Develop understanding of fractions as numbers." [3.NF.A.1, 3.NF.A.2b, 3.NF.A.3a, 3.NF.A.3b]
3. In Grade 4, the school the school outperformed NYC by the smallest margin on the Constructed Response items assessing the skill of "Use the four operations with whole numbers to solve problems." [4.OA.A.2, 4.OA.A.3]

4. In Grade 5, there was a range in the gaps against NYC in the topic of “Apply and extend previous understandings of multiplication and division.” The gaps range from +10% on 5.NF.B.3 to -1% on 5.NF.B.5a. This degree of variability suggests that students are most successful when the skill is presented in a particular way but may struggle when it’s presented in a way that is not familiar.

We have a number of successful community partnerships, including a school-based health clinic supported by Lutheran Medical Center and an after school program run by Center for Family Life.

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

*PS 169 Vision Statement:*

At the Sunset Park School, our core values

- Friendship, Integrity, Responsibility, and Excellence (FIRE) -  
drive our vision.

Our students will leverage their diversity,  
appreciate their individual worth,  
and realize their full potential.

We will provide a superior education.  
We will cultivate love of learning  
and nurture intellectual curiosity.

Our students will develop skills and gain knowledge  
that will empower them to continually improve our world.

We will work together for a better tomorrow.

## 15K169 School Information Sheet

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

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

**Section 5A – 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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	D
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>In our reflection of our HEDI ratings, we believe that focusing on student subgroups to have challenging opportunities for academic growth is a strength of ours. In our QR from 2010-2011, it states, “Differentiation is one of the hallmarks of the school’s commitment to supporting growth in each student. Targeted interventions enable students to receive support in areas of need and teachers are provided with opportunities to collaborate and reflect on the success of specific strategies. However, the level of rigor in differentiated learning opportunities is not consistent. As a result, some students are not sufficiently challenged with highly significant academic explorations”</p> <p>We need to continue focusing on providing access for diverse learners including English language learners and students with disabilities. We will be providing additional supports, including:</p> <ul style="list-style-type: none"> <li>Enrichment clubs for grades 3-5 on Wednesdays and Thursdays</li> <li>AIS for K-2 after school on Wednesdays and Thursdays</li> <li>Saturday Academy for grades 3-5</li> <li>Title III for English language learners on Wednesdays, Thursdays, and Saturdays</li> </ul>		

- Arts Intervention through the Arts (visual arts, music, drama) during the school day

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

By June 2016, 80% of classroom teachers will implement Common Core aligned lesson plans/units that provide access to diverse learners in order to increase student achievement as evidenced by student work products (teachers and administrators) and classroom observations (administrators).

### **Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<ul style="list-style-type: none"> <li>• Professional learning for special educators on how to differentiate instruction utilizing CCLS and Goldmansour consultants.</li> <li>• Core Knowledge (K-2) and Expeditionary Learning (3-5) consultants will provide job-embedded professional</li> </ul>	<p>Students with disabilities, ELL's</p>	<p>Fall-Spring</p>	<p>Consultants, cohort leaders and coaches</p>

<p>development in Literacy.</p> <ul style="list-style-type: none"> <li>Twice monthly cohort leader meetings will focus on curricula for all students, including ELL's and SWD's, and creating vertical teams in order to provide access into a cohesive literacy curricula for K-5.</li> </ul>			
<ul style="list-style-type: none"> <li>Monday professional development will support teachers with best practice and curricula adaptations to teach to the diverse students in their class</li> <li>Administrators will provide specific and timely feedback to teachers after observations using Advance in order to help teachers provide multiple entry points for all students.</li> <li>Teachers will use IReady data to plan small group reading instruction, as well as CCLS aligned rubrics in Math</li> <li>AIS/RTI staff will provide targeted student support in ELA and Math.</li> </ul>	<p>All students, Students with disabilities, ELL's</p>	<p>Fall-Spring</p>	<p>Consultants, teachers, and administrators</p>
<ul style="list-style-type: none"> <li>Provide parent workshops during parent engagement time on Tuesdays to familiarize families with the curriculum (e.g., how to ask</li> </ul>	<p>All teachers</p>	<p>Fall-Spring</p>	<p>Administrators</p>

higher level questions during reading time with their child).			

**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.

- ↵
- Teachers and students will receive instructional books and resources
  - Teachers' programs will support their professional learning
  - Resources will be created to support teachers with school initiatives aligned to our core values
  - Teachers and administrators will collaborate to identify instructional materials
  - In assessing student work using CCLS aligned rubrics and ongoing assessments, teachers will need equipment that increases their efficiency and time to share data, monitor data, and communicate to classroom teachers about their students benchmarks or progress. This includes, but is not limited to equipment that allows for reproduction, distribution, and sharing of documents either digitally or in print, office supplies such as paper and ink to replenish and allow for distribution to be possible, digital display boards for consistent communication of digital media, etc.

**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	X	P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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.

By February 2016, we will analyze ELLs and SWDs to ensure we are meeting their needs, including but not limited to formative and summative assessment results, looking at progress and performance, class placements (ie. Self-contained ESL, push-in/pull-out ESL, Transitional Bilingual, etc.), identification (based on new CR part 154), evaluations, re-evaluations, Least Restrictive Environment, and flexible programming. In February 2016, Cabinet and Grade Leaders will examine areas of need in *Advance* and consult with the staff development committee to identify ways of providing additional support.

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	€
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	⊘
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	€
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	€
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p><b>Strength</b></p> <p>A CARE team meets monthly with AP of SPED, to discuss how to systematize and promote a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.</p>		
<p><b>Needs</b></p> <p>There is a need for a school-wide focus on increasing social and emotional support for all our students. The priority need that will be addressed in the goal and action plan is support in launching our core values and choice time. Our core values, Friendship, Integrity, Responsibility, Excellence need to be embedded in day to day instruction. All staff need support in working collaboratively to reach our goals in creating space for students to have Choice time in order to promote student social and emotional development that aligns to academic and social behavior.</p>		

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

By June 2016, 100% of classroom teachers will engage in a cycle of action research to find ways to support the social and emotional needs of students in need. We will also have a 5% increase of celebrations to increase awareness and acknowledgement of our core values (Friendship, Family, Integrity, Responsibility, and Excellence) and Choice Time.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<ul style="list-style-type: none"> <li>• Continue CARE team (CPPST) for at-risk students for remediation and</li> </ul>	<p>At-risk students, including English language learners and students with disabilities</p>	<p>Sept.2015-June 2016</p>	<p>Guidance counselors, administrators, school psychologist, school social worker, AIS/RTI teachers</p>

emotional/social support.			
<ul style="list-style-type: none"> <li>Guidance counselors will implement the Safe and Caring Schools program for targeted students with social/emotional concerns.</li> <li>Guidance counselors will provide professional development on the Safe and Caring Schools program for teachers.</li> <li>Implement Respect for All activities K-5, including poster and essay contests, 4 pillars, service learning projects, etc.</li> </ul>	At-risk students, teachers	Sept. 2015-June 2016	Teachers, administrators, Counselors, consultants
<ul style="list-style-type: none"> <li>The school psychologist and social worker will provide workshops for parents of children with autism.</li> </ul>	Parents of children with autism	Sept. 2015-June 2016	School Psychologist
<ul style="list-style-type: none"> <li>Continue student leadership team among 4th and 5th graders. The student leadership team leads a number of service learning activities—e.g., holiday canned food drive, coat drive, peer mediation and cyberbullying—on a monthly basis.</li> <li>Arts will align their curricula to core values teaching when possible and</li> </ul>	Student leadership team members, all students, all teachers	Sept. 2015-June 2016	All teachers, administrators, Guidance Counselors, Arts Department, Grade leaders, coaches, cabinet

<p>target arts productions around Academic and Personal Behaviors and Social Emotional Learning.</p> <ul style="list-style-type: none"> <li>• Teachers will engage in Action Research with a focused lens on Social Emotional support for students in their Professional Learning Period.</li> <li>• K-5 Classroom will incorporate Choice Time into their schedule, in order to promote student discourse and make space for play, resulting in greater social-emotional development.</li> </ul>			
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**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<ul style="list-style-type: none"> <li>• Personnel, including guidance counselors, administrators, school psychologist, school social worker, teachers, grade leaders and cabinet members]</li> <li>• <i>Safe and Caring Schools</i> program</li> <li>• Per session&amp; Per-Diem to support teachers engaged in professional learning.</li> <li>• Money for Choice Tlme Supplies</li> <li>• Arts Intervention has been embedded into schedules in order to allow for greater collaboration among teachers, and more social-emotional support for our students.</li> <li>• Purchasing of books specifically related to our FIRE topics.</li> </ul>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 <sup>st</sup> Century		C4E
X	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> 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.</p>
<ul style="list-style-type: none"> <li>• Comparative data on impact of celebrations that highlight social and emotional well-being and APB.</li> <li>• Track at-risk students’ progress monthly.</li> </ul>

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

**Part 1 – Needs Assessment**

<b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b>		
<ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
<b>Part 1b. Needs/Areas for Improvement:</b>		
<ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<ul style="list-style-type: none"> <li>Given that 45% of our students are ELLs, teachers have expressed the need to receive support in providing multiple access points to their students.</li> <li>The teaching community has agreed on adapting new curricula based on student needs and teachers will need continued support in Core Knowledge and Expeditionary Learning to understand how to make appropriate adaptations for our diverse students</li> </ul>		

**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 1b, and be written as SMART– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2016, classroom practices for ELLs will reflect an increase of multiple points of access through instruction as measured by an improvement in evaluations on the Danielson Framework in 1e.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Target Groups- ELLs</p> <ul style="list-style-type: none"> <li>• Teachers will receive professional development from Goldmansour, SIOP, and coaching support on strategies to support diverse learners, including Universal Design for Learning, differentiating instruction, and multiple entry points</li> </ul>	<p>Classroom teachers</p>	<p>Fall-Spring</p>	<p>Teachers, administrators, and staff developers</p>

<ul style="list-style-type: none"> <li>Teachers will receive additional professional development on strategies to support English language learners</li> <li>Classroom teachers will collaborate with out-of-classroom teachers to implement multiple access strategies for ELLs</li> </ul>	ESL and Bilingual teachers	Fall-Spring	Teachers, Administrators, and staff representatives on the committee
<ul style="list-style-type: none"> <li>Translated newsletters will inform parents of current units of study. Parent workshops will provide strategies for parents to utilize to support their children in current units of study</li> </ul>	Students, Parents and all teachers	Fall-Spring	<p>School Vision Committee</p> <p>Staff responsible for the publication and reproduction of school documents</p>
<ul style="list-style-type: none"> <li>Teachers will use different modalities to support different types of learners in instruction, including SMART Boards, ipads, digital resources, laptops, etc.</li> <li>All classrooms will be provided with native language dictionaries, bilingual classroom libraries, and other materials</li> <li>Within content areas all students will be provided with lessons embedded with ESL strategies.</li> </ul>	Teachers, students, and parents	Fall-Spring	Staff and Administration responsible for planning workshops and professional development

**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.

- ↵
- Time allocated for meetings
  - Representatives of administrators, staff, teachers, and parents
  - Consultant
  - Translation Interpretation Services
  - Technology that supports teacher collaboration (googledrive, cloud drives, updated software)

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

X	<b>Tax Levy</b>	X	<b>Title I SWP</b>		<b>Title I TA</b>	X	<b>P/F Set-aside</b>		<b>21<sup>st</sup> Century</b>		<b>C4E</b>
X	<b>Title I 1003(a)</b>	X	<b>Title III</b>		<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>		<b>Other</b>

**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.

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

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	D
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p><b><u>Strengths:</u></b></p> <ul style="list-style-type: none"> <li>A vision committee was formed over the summer of 2015 and drafted a vision that is more current and aligned to the school community.</li> <li>Teacher practice will improve through instructional rounds conducted in small groups of grade teachers.</li> </ul> <p><b><u>Weaknesses:</u></b></p> <ul style="list-style-type: none"> <li>Due to the size of the staff and large turn-over rates, training new teachers on how to improve their practice through visitations poses challenges</li> </ul>		

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

By June 2016, there will be an increase of systems and structures that increase school development, including time for teachers to collaborate and learn as well as the formation of committees to serve priority needs that have decision making responsibilities.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Committees will form to take responsibilities of:</p> <ul style="list-style-type: none"> <li>• Technology, including hardware and software that promote collaboration,</li> </ul>	<p>Classroom teachers</p>	<p>Fall - Spring</p>	<p>Teachers, administrators, and staff representatives</p>

<p>efficiency, and communication</p> <ul style="list-style-type: none"> <li>Resources that complement curricula, support teachers in classrooms, and provide for students</li> <li>Instructional leaders that support smaller cohorts of teachers in day to day teaching</li> </ul>			
Time for teachers to collaborate and engage in professional conversations about teaching.	Classroom teachers	Fall - Spring	Teachers, administrators, and staff representatives on the committee
Out of classroom teachers and coaches will support cohorts to engage in Action Research and learning from each others practice.	Classroom teachers	Fall - Spring	School Vision Committee  Staff responsible for the publication and reproduction of school documents
<p>Professional Development opportunities will be made available which will serve to ensure that committees and teams understand their roles and responsibilities.</p> <p>Both literacy and math coaches will receive year-long professional development to develop their coaching practices.</p>	Classroom teachers	Fall - Spring	Staff and administration responsible for planning workshops and professional development School Development Committee

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <ul style="list-style-type: none"> <li>Time for meetings, which may include scheduling adjustments for staff members.</li> <li>Representatives of administrators, staff, teachers, and parents</li> <li>Consultant</li> <li>Translation/Interpretation Services</li> <li>Technology that supports teacher collaboration (googledrive, cloud drives, updated software)</li> </ul>
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<b>Part 4b.</b> 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	X	P/F Set-aside		21 <sup>st</sup> Century		C4E
X	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> 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.</p> <p>By February 2016, there will be clear structures in place that provide time for teachers to meet.</p>
<p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	D
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	I
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	I
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p><b>Need</b> Access to current and relevant information (events, school hours/closing, etc.) in home language for parents/guardians/community.</p> <p><b>Strength</b> Our diverse population is very willing to create a partnership with each other and with the school community.</p>		

**Part 2 – Annual Goal**

<p>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 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016 the school will have a 5% increase of various modalities of communication to families and community members.</p>

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>In order to promote and strengthen our home/school connection, more communication modalities will be used more frequently, including school messenger, letters home, website, and text messages.</p>	<p>Parents and families, teachers</p>	<p>Dec. 2016-June 2016</p>	<p>Parents and families, teachers, administrators, parent support team</p>
<p>A school website (parent page, calendar...) will increase the information to and from the families and strengthen the home/school partnership.</p>	<p>Parents, teachers</p>	<p>Dec. 2016-June 2016</p>	<p>Administrators, parent support team</p>

Parents will receive updates and timely messages about school events or news.	Parents	Dec. 2016-June 2016	Teachers, administrators, parent support team
Parents will be provided a forum to express concerns and receive updates on school events through cabinet office hours for face-to-face meeting.	Parents, staff members, administrators	Oct. 2016-June 2016	PTA, school administrators

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Newsletter/suggestion box											
Budget will indicate funding set aside for events mentioned above											
<b>Part 4b.</b> 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	X	P/F Set-aside		21 <sup>st</sup> Century		C4E
X	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.											
<ul style="list-style-type: none"> <li>• PTA Assessment Survey will gauge parental satisfaction</li> <li>• Survey parents after each workshop and parent meeting using a Likert scale.</li> <li>• NYC School Survey administered in March.</li> <li>• Measure parent participation at school events with a goal of 80% of parent attending one or more events during the school year.</li> <li>• Monitor Tuesday parent outreach with the goal of contacting all parents by March 2016 at least once.</li> <li>• Comparative data on modalities of communication and effectiveness.</li> </ul>											
<b>Part 5b.</b> In <b>February 2016</b> , 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 at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

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

### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

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

#### 2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
<p>Our school has contracted with <i>Expeditionary Learning</i> and <i>Core Knowledge</i> to provide job-embedded professional development. We have worked with members of the Office of Teacher Effectiveness to support new teachers and familiarize them with the <i>Danielson</i> Framework for Teaching and the Advance system. We work with Learner Centered Initiatives to support our school in the development of school culture. We have contracted with <i>Goldmansour</i> to provide targeted support to our special education teachers.</p>

Teachers attend PD offered by the Office of English Language Learners and teachers annually attend the SABE conference for bilingual educators.

**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/information, early intervention services, etc.).

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

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

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

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name		Funding Amount Indicate the amount	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and
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	Fund Source (i.e. Federal, State or Local)	contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	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.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal		X	10, 12, 15-16, 18-20, Section 6
Title I School Improvement 1003(a)	Federal	\$16,679		
Title I Priority and Focus School Improvement Funds	Federal	\$370,029	X	10, 15-16, 18-20, Section 6
Title II, Part A	Federal	370,151.00	X	10
Title III, Part A	Federal	87,760.00	X	9, 10, 15-16, 18-20, Section 6
Title III, Immigrant	Federal	0	X	
Tax Levy (FSF)	Local	8,582,455	X	8, 10, 12, 15-16, 18- 20, Section 6

**<sup>1</sup>Explanation/Background:**

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

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

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

- 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.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).

- **Title I School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** To 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.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

**Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to 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 SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school'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.

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**Parent Involvement Policy (PIP)**

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

- To convene an annual meeting for Title 1 parents to inform them of the Title 1 program and their right to be involved.
- To offer a flexible number of meetings at various times, and if funds are available, to provide transportation, child care or home visits for those parents who cannot attend a regular school meeting.

1. P.S. 169 will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:

- To actively involve parents in planning, reviewing and improving the Title 1 programs and the parental involvement policy.
- To provide parents with timely information about all programs.
- To deal with communication issues between teachers and parents through:
  - Parent-teacher conferences at least annually
  - Frequent reports to parents on their children's progress
  - Reasonable access to staff
  - Opportunities to volunteer and participate in their child's class
  - Observation of classroom activities

2. P.S. 169 will coordinate and integrate parental involvement strategies in Title 1, Part A with parental involvement strategies under the other programs:

- AIS Reading, Math, Social Studies
- Science Programs

3. P.S. 169 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title 1, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

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

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

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

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

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

- Parent-teacher conferences at least annually
- Frequent reports to parents on their children's progress
- Reasonable access to staff
- Opportunities to volunteer and participate in their child's class

- Observation of classroom activities
- Additional professional development activities as needed

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

- The guidance Counselor will be available to assist

### **Parental Responsibilities**

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

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

- Becoming involved in developing, implementing, evaluating, and revising the school-parent involvement policy
- Participating in or requesting technical assistance training that the local education authority or school offers on child rearing practices and teaching and learning strategies

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

- ♣ Attendance
- ♣ homework
- ♣ Television watching
- Making sure my child is on time and prepared every day for school;
- Monitoring attendance;
- Talking with my child about his/her activities every day;
- Scheduling daily homework time;
- Providing an environment conducive to study;
- Making sure that homework is completed; and
- Monitoring the amount of television my children watch
- volunteering in my child's classroom;
- participating, as appropriate, in decisions relating to my children's education;

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

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

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

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

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

**Adoption**

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

This policy was adopted by P.S. 169 on 10/4/15 and will be in effect for the period of one year or until revised. The school will distribute this policy to all parents of participating Title 1, Part A children on or before October 13, 2015.

Principal’s Signature: \_\_\_\_\_

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

**School-Parent Compact (SPC) Template**

**P.S. 169 – Sunset Park School**

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

**Brooklyn, NY 11232**

**718.853.3224**

**718.633.9621**

**[www.15k169@org](mailto:www.15k169@org)**

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

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

<ul style="list-style-type: none"> <li>• Observation of classroom activities</li> </ul>	
<p>To assure that parents may participate in professional development activities if the school determines that is appropriate, i.e. literacy classes, workshops on reading strategies</p>	<p>To attend Professional Development activities and offer suggestions.</p>

## Application for Immigrant Funding

Requirements: Title III, Part A - Immigrant Funds can be used for activities that provide enhanced instructional opportunities for immigrant students, which include:

- family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children
- support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant students
- provision of tutorials, mentoring, and academic or career counseling for immigrant students
- identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds
- basic instructional services, including costs for additional classroom supplies, transportation costs, or other costs directly attributable to such services
- other instructional services designed to assist immigrant students to achieve in elementary and secondary schools in the United States, such as programs of introduction to the educational system and civics education
- activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant students by offering comprehensive community services

Funding follows similar guidelines for Title III funds established by the Department of English Language Learners and Student Support (DELLSS) and can only be used to provide supplementary services to English language learners (ELLs) and immigrant students. Priority areas for the use of Title III, Part A - Immigrant Funds are as follows:

- developing new and/or enhancing programs for immigrant students from the Caribbean countries where English is spoken as a dialect
- developing new and/or enhancing programs for newcomers
- developing new and/or enhancing Transitional Bilingual Education programs and/or Dual Language programs
- improving teaching and learning in core subject areas
- implementing strong student supports to increase graduation rates

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist.

Directions: Please complete the Title III - Part A, Immigrant Program application below. Completed applications must be submitted by November 26 via email to your Senior ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: PS 169 Sunset Park	DBN: 15K169
Cluster Leader: Christopher Groll	Network Leader: Christopher Groll
This school is (check one):	<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)
Part B: Direct Instruction Supplemental Program Information	
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:	
Total # of immigrant students (including ELLs) to be served: <u>  150  </u>	
Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	
Total # of teachers in this program: <u>          10          </u>	
Describe the direct instruction supplemental program in the space provided below. Description should include: <ul style="list-style-type: none"> <li>• Rationale</li> <li>• Subgroups and grade levels of students to be served</li> <li>• Schedule and duration</li> <li>• Language of instruction</li> <li>• Number and types of certified teachers</li> <li>• Types of materials</li> </ul>	
<p>Begin description here:</p> <p>Rationale:  Thematic Unit approach focusing on a theme or a topic. Teachers will focus their planning within a main topic and branch out to listening, speaking, reading and writing skills (four domains of language acquisition.) English language learners need a lot of repetition in order to understand the content area and the skills. Using the thematic approach, the teacher and students will study a topic within a period of time while integrating reading and writing. They will develop a deeper understanding of the theme. Moreover, Thematic Units are a project-based study. Students will be engaged into a study that they are interested. They will need to collaborate within their groups in inquiring about different aspects of the topic. This will develop students' critical thinking skills and encourage discussion within their groups. Over 45% of our school population is English Language Learners. The subgroups who will be attending the after school program are students who came to this country less than 3 years ago. The grade bands will stretch from Kindergarten to fifth grade. In addition, the Saturday sessions serve more specifically for students who need interventions in ELA, MATH and NYSESLAT in 3rd grade to 5th grade based on formative and summative assessments.</p> <p>Schedule and duration:  The program will start in December through June. There will be 25 sessions in total for after school. The after school will run every Wednesday and Thursday from 2:35-4:35 p.m.</p> <p>Language of instruction:  For students who scored on Advance level, the instruction will be in English.  For students who are scored intermediate and beginning levels, teachers will make appropriate adjustment according to the needs of students in their native language.</p> <p>6 ESL / Bilingual licensed teachers will be teaching in the program. The programmatic model will be self-contained ESL or bilingual classes with 15 students and one teacher in a class.  Language Power is a thematic unit based program that will provide sufficient teaching materials for instructions.</p>	

### Part C: Professional Development

Describe the school's professional development program for Title III Immigrant Funds program teachers as well as other staff responsible for delivery of instruction and services to these targeted immigrant students.

Description should include:

- Rationale
- Teachers to receive training
- Schedule and duration
- Topics to be covered
- Name of provider

Begin description here:

Language Power from the Teacher Created Materials Publisher will provide professional development session for one full day in January.

### Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of immigrant students (including ELLs) that will impact higher achievement for these targeted students. Description should include:

- Rationale
- Schedule and duration
- Topics to be covered
- Name of provider
- How parents will be notified of these activities

Begin description here:

Rationale:

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

Schedule and duration:

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

Topics:

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

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

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

Topics will be included but not limited to:

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

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

Notification of activities:

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

**Part E: Budget**

**FOR SCHOOLS THAT ARE NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your budget matches your plan as described in Parts B, C, and D above.

Allocation Amount: \$ \_\_16,689\_\_

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

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

### B. Language Allocation Policy Team Composition

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 <b>Jaela Kim</b>	Assistant Principal <b>Emily Hurst, I.A.</b>
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher	School Counselor <b>n/a</b>
Teacher/Subject Area <b>Kit Leung, ENL</b>	Parent <b>Mimi Ferrera</b>
Teacher/Subject Area <b>Raysa Villalona, ENL</b>	Parent Coordinator <b>Julie Guevara</b>
Related-Service Provider <b>Sonia Tulier</b>	Borough Field Support Center Staff Member <b>n/a</b>
Superintendent <b>Anita Skop</b>	Other (Name and Title) <b>type here</b>

### 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	<b>28</b>	Number of certified bilingual teachers <b>not</b> currently teaching in a bilingual program	<b>8</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>16</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>12</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>6</b>
Number of certified ENL teachers <b>not</b> currently teaching in the ENL program	<b>1</b>	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]	<b>12</b>	Number of special education teachers with bilingual extensions	<b>1</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>1626</b>	Total number of ELLs	<b>746</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> 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): Spanish/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 #
<b>Transitional Bilingual Education</b>	2	3	3	3	2	1								0
<b>Dual Language</b>														0
<b>Total</b>	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					
<b>All ELLs</b>	746	<b>Newcomers</b> (ELLs receiving service 0-3 years)	729	<b>ELL Students with Disabilities</b>	90
<b>SIFE</b>	4	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	20	<b>Long-Term</b> (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	
<b>TBE</b>	347	2		1						0
<b>DL</b>										0
<b>ENL</b>	379	2		19						0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 63

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE Chinese	46	60	58	60	36	28								0
SELECT ONE Spanish	0	26	19	21	0	0								0
SELECT ONE _____														0
<b>TOTAL</b>	<b>0</b>													

**Dual Language (ELLs/EPs\*)  
K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
<b>TOTAL</b>	<b>0</b>																			

\* 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
<b>TOTAL</b>	<b>0</b>									

**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	34	42	46	59	31	10								0
Chinese	84	102	92	104	63	57								0
Russian														0
Bengali	1				1	3								0
Urdu		1												0
Arabic	1	3	1	2	2	2								0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	1	2												0
Albanian		1												0
Other Japanese				1										0
<b>TOTAL</b>	<b>0</b>													

## 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
<b>Entering</b> (Beginning)	69	25	31	23	16	20								0
<b>Emerging</b> (Low Intermediate)	22	19	33	29	20	7								0
<b>Transitioning</b> (High Intermediate)	20	27	29	15	18	7								0
<b>Expanding</b> (Advanced)	9	82	46	100	43	34								0
<b>Commanding</b> (Proficient)	0	13	21	21	8	11								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 AND TEST AT LEVEL 3 OR 4 ON THE ELA  
 GRADES 9-12: EXPANDING ON THE NYSESLAT 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	0	1								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	0	13	32	53	28	19								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0				0
4	49	31	0	0	0
5	37	12	0	1	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									0
4	24		30		22		15		0
5	23		16		17		7		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	4		15		34		25		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)	10	10	11	7				
Chinese Reading Test	24	24	46	34				

**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.  
Some assessment tools we use to assess the early literacy skills of our ELLs are the i-Ready Adaptive Diagnostic and assessments from Core Knowledge and Expeditionary Learning. Teachers also utilize data collected from ongoing formal/informal assessments such as running records, student conferences, portfolios, and other teacher created assessments to gain further insight for instructional planning. Spanish bilingual pedagogues utilize data from the Estrellita program. Chinese bilingual pedagogues use literacy materials purchased through China Sprout. In addition, data collected from standardized exams such as NYSESLAT, NYS ELA, NYS Math and Science are analyzed. This data allows us to notice and identify patterns across the grades which impacts our instructional decisions and focus.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
Across grades, the majority (58%) of our ELLs are categorized as Transitioning or Expanding. The largest percentage of Entering ELLs are in Kindergarten, where they account for 58% of the ELL population of the grade (71 out of 122 Kindergarten ELLs). The 3rd grade has the largest number of ELLs, with 22% of the ELLs in the school. Our data reveals that the reading and writing subtests are the needed areas we must focus on. This data helps guide our schoolwide planning and instruction. Additionally, information gathered from these exams is used to form our after-school and Saturday Academy programs for our ELLs.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
Students are programmed for their required minutes of ENL instruction taking into account NYSESLAT levels. This year, P.S. 169 has implemented a push-in, integrated model for ENL in addition to standalone ENL and transitional bilingual classes. ENL teachers disaggregate data from the AMAO tool, share information about AMAO with classroom teachers, and collaborate to target instruction and provide students with necessary resources related to their respective proficiencies and areas for growth.

The AMAO for the school population reveals that we have met annual measurable objectives for the ELL population. We also account for SWDs throughout our professional development and intra-departmental meetings.

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?
    - Almost 100% of our ELLs scored either a 1 or a 2 on the 2015 NYS ELA exam, with the majority (66%) earning a 1. In fourth grade 61% of ELLs (49/80 students) earned a 1, and in 5<sup>th</sup> grade 74% of ELLs (37/50 students) earned a 1. In math, 38% of ELLs scored 3 or above, with 11% earning 4s, and in science 76% of ELLs earning 3 or above, with 32% earning 4s. There is not adequate data available on ELLs taking the exam in their home language as compared to English.
    - We are not implementing the optional ELL periodic assessments. However, school leaders and teachers regularly review data from other forms of assessments, such as iReady, running records, student conferences, projects, and curricula-embedded tasks, to plan and implement appropriate instruction for ELLs, and continually monitor and adjust the effectiveness of the school's ENL and Transitional Bilingual programs.
    - ELLs have tended to do better on assessments in math and science than in ELA, and assessment data reveal that many ELLs need continued support in developing foundational reading and writing skills. Longterm ELLs especially have struggled with reading assessments even when their oral proficiency is strong. For subjects other than ELA, home language versions of assessments are provided to students if they choose to use them.
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 forms of data to guide instruction for ELLs such as: iReady reading and Math assessments, NYSESLAT results, running records, conference notes, Go Math unit assessments and State ELA and Math scores. Based on the data, the classroom teachers identify students that struggle in math and ELA. Teachers will have a variety of screeners to indicate which students need instruction.
6. How do you make sure that a student's new language development is considered in instructional decisions? We ensure our students' new language is considered when making instructional decisions by analyzing student data to identify trends and gaps. This information guides our instructional decisions in terms of lesson modifications, scaffolds and materials used. To help determine when to increase the amount of English used in our transitional bilingual classes, we collect & analyze data gathered from informal assessments as well as formal assessments such as the NYSITELL, NYSESLAT, the ELE (Spanish Native Language exam) and the Chinese Reading test. We use a variety of ATS reports such as the admission reports, exam history, RYOS (years of service), RLAT. For newly registered ELL students, the informal interview and home language survey is also used to gather information on the child's educational history/background.
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). To help us meet our school's AYP for ELLs, we evaluate the success of our ENL/TBE programs by analyzing the growth of our students in each modality of the NYSESLAT. We also monitor our areas of needed improvement by analyzing formal/informal assessments.

## 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. Our initial ELL identification procedure is outlined below:
  - During registration, parents must complete the HLIS form in the language of their choice.
  - A licensed pedagogue reviews the HLIS, conducts an informal interview with the student and parent in English, and/or home language. A translator is provided if needed.
    - If the student does not speak another language other than English, he/she is not as an ELL therefore placed in a monolingual class.
    - If the HLIS indicates the student's home language is other than English, he/she is administered the NYSITELL within 10 days.
    - If the student's home language is Spanish and scores below proficiency level on the NYSITELL, he/she is administered the Spanish

LAB.

d. We send mandated letters home notifying parents of their child's eligibility status based on NYSITELL results.

The person(s) responsible for conducting the initial screening & administrating the HLIS are licensed pedagogues (Principal, assistant principals, ENL/bilingual pedagogues. Parent coordinators and family workers are utilized for translation purposes.

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).  
Students are identified as SIFE through the SIFE questionnaire and through review of transcripts and student work. This review is done by members of the guidance and intake teams and informs programming and identification of targeted services and supports that will be provided to students:
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).  
The Language Proficiency Team (LPT) includes the following members:  
Student's parent or guardian (translation provided if needed, Principal, Assistant Principals, Special Ed. Liaison, ENL/Bilingual pedagogue, related service providers.  
The LPT will review evidence of the student's English language development such as report cards from former schools, IEPs, etc. The LPT will determine whether the student needs to take the NYSITELL according to the ELL Policy and Reference Guide. The recommendation will then be given to the principal. Upon review, the principal will make a determination if the student should or should not take the NYSITELL. If the determination is that the student needs to take the NYSITELL, the exam will be administered. If not, the principal's determination will then be sent to the superintendent for review. Parents or guardians will be notified within 3 days of determination. The whole process will be done in 20 work days.
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.  
After analyzing the data on ATS report RLAT, we ensure that all of our ELLs who continue to be entitled for services receive an Entitlement Letter informing parents of their child's ELL status. Our ENL pedagogues distribute and keep adequate records of all parent letters sent home & placed in a binder (room 502/ENL office) for future reference. The Parent Survey & Program Selection forms are distributed by the pupil accounting secretary during registration and after viewing the Parent Orientation video. Once completed, the form is then given to an administrator for review and determination of program placement. The original Appendix D is placed in the student's cumulative record while a copy is stored & filed in the main office by the pupil accounting secretary.
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).  
During the orientation parent meeting, parents will be informed that they have their right to appeal ELL status within 45 days of enrollment. A thorough explanation of the process will be presented. Letters in three main home languages will be sent home to inform the parents about the meeting and or about the appeal process.
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.  
To inform parents of our programs, we invite them to view the ELL Parent Program Orientation Video in the language of their choice. Once parents are informed of the program options, they complete Appendix D (parent survey & program selection form). We then place the student within 10 days of enrollment in the parent's first choice if available. If a parent's choice is not currently available at our school i.e. Dual Language program, we refer them to two of our neighboring schools that offer the program. We have a program tracking system to help us monitor parent's program selection.

The selected staff members involved in this process are:

- 1 ELL coordinator /pedagogue
- 1 ENL pedagogue (fluent in Spanish)
- 1 ENL/ Chinese Bilingual pedagogue
- 2 family workers (Chinese speaking for translation)
- 1 parent coordinator (Spanish speaking for translation)
- Pupil Accounting Secretary
- Assistant Principals

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.  
After we show parents the Orientation Video, we further explain the 3 different ELL programs that NYC offers. We answer any uestii the to the parents about the Parent Surveys and Program Selection forms. Then the parents will receive the forms right after the presentation. They will fill out the form and submit the form right after the orientation. Once the parent program choice forms are received, the ESL Liasion will tally the number of choices are being selected. Based on the choices, and the availability of seats in different programs, students will be placed to the appropriate class accordingly.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
All forms are checked after each registration. If there is any Parent Surveys and Program Selection form is not retured or completed, the parent will be called to come to school to complete the missing form.
9. Describe how your school ensures that placement parent notification letters are distributed.  
In order to ensure that placement parent notification letters are distributed, our school will attach a return note slip that parents will sign and indicate that they have received the notification.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
After analyzing the data on ATS report RLAT, we ensure that all of our ELLs who continue to be entitled for services receive an Entitlement Letter informing parents of their child's ELL status. Our ESL/Bilingual pedagogues/liaisons distribute and keep adequate records of all parent letters sent home & placed in a binder (room 502/ESL office) for future reference. The Parent Survey & Program Selection forms are distributed by the pupil accounting secretary during registration and after viewing the Parent Orientation video. Once completed, the form is then given to an administrator for review and determination of program placement. The original Appendix D is placed in the student's cummulative record while a copy is stored & filed in the main office by the pupil accounting secretary.
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.  
The testing coordinator and the ESL/Bilingual liaisons work closely together to carefully identify all ELLs within the whole school as well as in each grade using ATS reports such as the RLAT, RLER, ROCL, etc. We diligently keep record of any student(s) absent during the testing period and provide them with a make up period. We ensure that each & every ELL student is administered all 4 parts of the NYSESLAT within the allotted time frame.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
As mentioned above, continued entitlement and transitional support parent notification letters are distributed in which a return note slip will be attached to indicate that parents have receive the letters and are informed about the service that their child is entitled to receive.
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).  
By viewing and analyzing the Parent Survey & Program Selection forms, we monitor parent choices. In recent years, we have noticed that the trend has been that parents are choosing Free-Standing ESL as their first program choice. Because of this noticeable trend, we have increased our Free-Standing ESL programs to be aligned with parent's first choice. We have increased our number of ESL pedagogues as well. We have also put in place a tracking system to help us monitor parents' 1st choice in program selection to better meet the needs of our parents & community. We are continuously building alignment between parent choice and program offerings by reviewing parent choices initially and throughout the year. We use this data to open & adjust programs.

## Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction 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.

Our school offers a combination of push-in and free-standing ENL classes. All Entering and Emerging ELLs receive standalone instruction for at least 4 periods per week and at least 4 periods per week of integrated ENL. All Transitioning and Expanding ELL students receive at least 4 periods per week of integrated ENL. Integrated ENL is either co-taught by a certified ENL teacher and a common branch-certified teacher, or taught by a classroom teacher dual-certified in ENL and common branches. Students are grouped in heterogeneously with other ELLs and also with non-ELLs and former ELLs.
  - b. TBE program. *If applicable.*

Our school has 3 Spanish Bilingual classes and 11 Chinese bilingual classes. Placement is based on parent choice, NYSITELL scores and NYSESLAT proficiency levels. All classes are heterogeneously grouped. Through small group instruction, teachers provide students with the requisite percentage of home language instruction daily, based on NYSESLAT proficiency level.
  - c. DL program. *If applicable.*

We currently do not have a dual language program. However we just received a grant for DL (BRAVO) to begin next school year.
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)?

All ENL and Bilingual pedagogues are instructed to provide mandated minutes of ENL services, based on proficiency levels. Entering and Emerging students receive 360 minutes of ENL instruction: 4 45-minute periods per week of standalone ENL and 4 45-minute periods per week of integrated ENL. Transitioning and Expanding students receive 4 45 minute periods per week of integrated ENL instruction. Commanding students receive 2 periods per week (90 minutes) of integrated ENL. Teachers are to reflect these ENL units in their program as per CR Part 154. Bilingual teachers are also instructed to integrate mandated Home Language instruction in their program.

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.

Go Math has been implemented at our school for the past few years. It is Common Core aligned curriculum. The program is comprehensive providing various resources, scaffolding and differentiation options for our diverse learners. Go Math focuses on domain specific vocabulary and math language development. It includes RTI scaffolding to support our ELLs. Teachers are able to provide small group instruction within the framework of Go Math.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

ELL students receive evaluation in their native language when possible by a certified pedagogue. A large percentage of our incoming students are Spanish or Chinese speaking. Teachers with bilingual extensions in these languages evaluate students in their for fluency and placement, and to inform ongoing instruction.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Formative assessments in Core Knowledge and Expeditionary Learning are given continually throughout the year and curricula-embedded summative assessments occur at the end of each unit (approximately every month). In addition, the iReady assessment is administered three times per year. These assessments, as well as other ongoing teacher-generated summative and formative assessments, address the four modalities in English throughout the year.
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

We currently have 749 ELLs. Differentiation for the ELL subgroups begins with class/program placement. We try to match students with the appropriate class and/or teacher. Parental choice is also considered. Some students receive small group instruction from ENL/AIS teachers. Students are also invited to participate in afterschool tutoring and Saturday Academy for math and ELA support.

  - a. SIFE students receive at least 4 periods of standalone ENL, and also receive additional academic intervention, through push-in support, after school, and Saturday programs.
  - b. Newcomer ELLs receive 360 minutes of ENL instruction weekly. They are engaged in a challenging theme-based curriculum

which focuses on vocabulary development, phonics, phonemic awareness, close-reading strategies and academic concepts. Also, the culture, native language and life experiences of the students are imbedded throughout instruction. These activities are set up to build students' academic English proficiency through scaffolded instruction. Classroom discourse is arranged in a manner to promote and develop language acquisition and academic concepts.

- c. Developing ELLs receive similar instruction to newcomers; however, the work is more rigorous and fewer scaffolds are used, with close attention to the acquisition of Tier II academic language. When necessary, academic intervention, after school, and Saturday programs are available to these students.
- d. Long-term ELL instruction, while still rigorous, focuses on the students' acquisition of academic language, phonemic awareness, reading and writing strategies, and organization skills. Academic intervention, after school, and Saturday programs are also available.
- e. Former-ELLs receive 2 periods of integrated ENL for 2 years after scoring CM on the NYSESLAT. This instruction is delivered through a push-in model by teachers certified in ENL who collaborate with classroom teachers to provide appropriate scaffolds and supports.

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.

All students are monitored closely by their classroom teachers and by the Language Proficiency Team, who communicate with each other, and with students' parents, to assess progress or re-identified students and identify supports as needed.

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?

ELL-SWDs are programmed according to their proficiency levels. In addition to receiving instruction that is aligned with their proficiency levels, lessons are often differentiated to address the acquisition of academic language, phonemic awareness, reading and writing strategies, and organization skills. Further differentiation is provided to match the goals on these students' individualized educational plans. Additionally, modifications are provided as required by each student's IEP. A bilingual paraprofessional is available to students with disabilities as an alternative placement. A variety of instructional materials are used to support ELL-SWDs. Technology is utilized with all ELL classes through the use of SMART boards and laptop carts, and iPads. In addition, the students use language and literacy software, such as Raz Kids. To support ELLs in the content areas, language frames, bilingual dictionaries and native language glossaries are made available. When available, books on CD or textbooks in the native language are provided.

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 students have access to the same curriculum. Special Education Teachers consult with the ENL providers and SETTS to ensure that ELLs receive appropriate intervention and language support. ELL-SWDs are provided with modifications and scaffolding strategies accordingly. They are provided with strategies and support based on their IEP goals. Many ELL SWDs are placed in self-contained 12:1, ICT classes, or mainstream as the least restrictive environment. The majority of ELL-SWDs receive push-in small group support. A bilingual paraprofessional is available to students with disabilities as an alternate placement.

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 Dually 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 Dually 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.

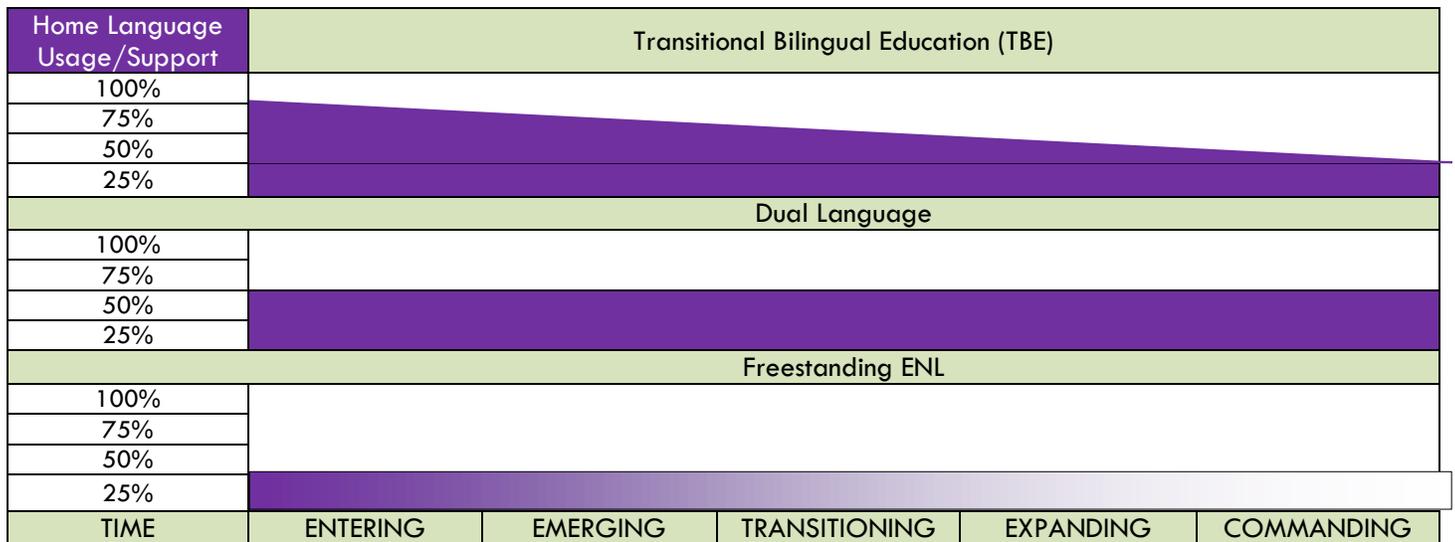


\*Note “other approved services” does not apply to New York City at this time.

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.



## 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. Intervention is provided to ELLs in content areas through push-in support by certified ENL teachers and academic intervention teachers. All teachers are trained in the content, the curricula, and strategies to support ELLs, and classroom teachers collaborate with push-in providers to provide targeted instruction. ENL teachers work in small groups with Entering and Emerging ELLs to support them in language acquisition and discipline-specific academic vocabulary. Academic intervention specialists, who have been trained in math and literacy intervention, work with heterogeneous groups of students to support them in language modalities while accessing the content. Teachers of transitional bilingual classes, and certified ENL teachers who speak Spanish and Mandarin support students in their native language development through classroom instruction, small group intervention, and ongoing targeted intervention.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
  - Expeditionary Learning and Go Math have been effective. Implementing these programs has been a work in progress, but teachers appreciate the program components. Teachers were able to adapt materials and provide sufficient scaffolds.
  - This academic year we added two more ENL classrooms in kindergarten and fifth grade. Our ENL/honors class model proved to be effective.
  - The increased implementation of technology has enabled teachers to enhance their teaching (smartboard, document camera and use of individual iPADS)
  - Our computer clusters started to teach coding and found it help helpful in facilitating student discourse.
12. What new programs or improvements will be considered for the upcoming school year?
  - ELL population and has purchased Core Knowledge for the following school year 2015-16. Teachers requested a curriculum with more foundational skills. Core Knowledge has a greater focus on building background knowledge (for read alouds) and teaching phonics skills. The content language builds upon itself from unit to unit and from grade to grade. Social studies and science units are refined by grade teams using the the themes and content of the Core Knowledge curriculum, the Common Core Standards, the Next Generation Science Standards, the NYC Social Studies Scope and Sequence. All teachers are given RLAT data for students in their class and receive ongoing professional development on scaffolding for ELLs in mind so that they may adapt their curricula accordingly. The effectiveness of the new curriculum will be evaluated through review of data from ongoing Core Knowledge assessments and summative iReady assessments in reading, which are administered three times per year, once in September, once in January, and once in May.
13. What programs/services for ELLs will be discontinued and why?

Since implementing Ready Gen for the past two years we have decided to discontinue the program in our building. This year grades K-2 found it too lengthy and difficult to implement with our population who needs strong language support and foundational literacy skills. Next year, we will implement Core Knowledge.Paste response to question here:
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
  - We provide afterschool programs and Saturday academy.
  - 14 Enrichment clubs took place 2X's a week and were geared to address ELLs and provide opportunities for social interaction, conversational skills and creativity. Teachers referred the students.
  - 9 ELL Title III Afterschool classes were offered 2X's a week for specific ELL students K-5 who were identified by the teachers as needing extra language support. Language Power a thematic ESL curriculum in combination with Max Scholars computer program were used to address phonemic awareness and vocabulary.
  - 10 Academic Intervention Services classes were also offered afterschool. The criteria for this program were that children had scored a level 2 in math or ELA.

Since implementing Ready Gen for the past two years we have decided to discontinue the program in our building. This year grades K-2 found it too lengthy and difficult to implement with our population who needs strong language support and foundational literacy skills. Next year, we will implement Core Knowledge.
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.
  - Each classroom has a smart board and laptops which are used for instruction and support.
  - ICT classrooms have two smartboards so teachers can do parallel teaching and provide small group instruction.
  - Many classrooms have scanners, document cameras, ipads.
  - The school library serves as a technology center for students and teachers.

We have yearly online subscriptions to programs to programs such as i-Ready, MyOn, Raz-Kids, Bookflix, brainpop, etc.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

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

The school has chosen and refined curricula to target the specific learning needs all students at their respective grade levels. In the lower grades, classroom prioritizes developmentally-appropriate play-based activities through choice time, as well as instruction in foundational skills. In the upper grades, instruction focus on building independence and the development of academic and peronal behaviors through rigorous performance tasks around key content. All teachers are provided with training in strategies appropriate to the ages and grade levels they teach, with particular focus on inclusive practices to provide access for ELLs into the curricula.

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).

**We currently do not have activities for newly enrolled students.**

19. What language electives are offered to ELLs?

**Not applicable**

20. For schools with dual language programs:

- a. 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.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

**Not applicable**

## 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.)  
All ELL personnel at our school receive professional development in strategies to support English language learners, with a focus on providing scaffolds and adjusting instruction to address language needs and promote reading, writing, speaking, and listening skills. These sessions take place on a weekly basis throughout the year and include the following topics:
  - Adapting literacy and math (Core Knowledge, Expeditionary Learning, Go Math) to scaffold for the needs of ELLs
  - Using technology, including iPads and Promethean tables, to support ENL instruction
  - Interpreting iReady data and using it to inform instructional adjustments
  - SIOP

Professional development is facilitated by the administrative team, school-based literacy and math coaches, and a consultants from TEQ (technology) and Pearson (SIOP). Professional learning sessions take place on Mondays after school. Teachers work with facilitators in small groups, determined by grade or content area, as well as areas of need identified through analysis of observation data. In addition to school-based professional development, ENL and bilingual pedagogues attend the annual SABE conference; during the summer of 2015, 4 ENL pedagogues attended a 5-day QTEL (Quality Teaching for English Learners) training in San Francisco, CA.
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?  
All teachers engage in professional learning around the needs of students in meeting the expectations of the Common Core Learning Standards. ESL teachers receive targeted professional development in integrating Common Core Standards into ESL instruction. ESL teachers also attend professional learning and common planning sessions in which teachers deepen their understanding of Common Core aligned-curricula (including Core Knowledge, Expeditionary Learning, and Go Math) and plan lessons to meet the needs of their students.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Students are taken on visits to neighboring middle schools. School Counselors provide additional support to ELLs in their transition to middle school.
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.  
For the minimum hours of ELL training, all staff is provided with professional learning opportunities that deepen their understanding of the NYSESLAT exam, ENL proficiency levels, and specific strategies to support needs of ELLs in their classrooms. Since many of our ELLs and former ELLs are in integrated ENL settings, and the majority of our classroom teachers teach ELLs and/or formal ELLs, the staff is presented with best practices for ELLs that include methods for fair assessment, as well as strategies and scaffolds that can be implemented in content-area classes. Select staff are trained on how to score the NYSESLAT exams. Agendas are provided for teachers for all sessions and attendance is taken; all records are kept on file by the administrative team.

### 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?

In addition to scheduled parent-teacher conferences and the mandated parent orientation meetings with the intake team, parents of ELLs meet individually with the Parent Coordinator, ESL Coordinator, Family Worker, Assistant Principal, and, as needed, ENL and classroom teachers. These meetings address the ongoing needs of students as measured against their language proficiency assessment results and language development needs. The Parent Coordinators, ESL Coordinator, Family Worker, and other teachers and staff members are bilingual in English and Spanish or English and Chinese and can communicate and translate as needed. For parents who speak languages other than English, Spanish, or Chinese, translations are provided as 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.

All letters sent home to parents, as well as agendas and attendance from meetings, are copied and kept on file in the ENL office. School staff keeps track of outreach and other communication with parents through spreadsheets that are updated regularly and shared with appropriate staff members via our Google platform. The ENL coordinator is responsible for maintaining files and spreadsheets of meetings and for sharing them when appropriate. Parents' needs are accommodated through translation of all written communication into home languages and interpretation of in-person meeting by staff members proficient in Spanish and Chinese.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents are involved in the process of placing students into ESL at the beginning of the school year or when new ELLs enter the system. Parents are invited to be a part of the School Leadership Team, monthly PTA meetings, monthly parent workshops, and ENL classes for adults. Communication and workshops for parents are facilitated by the school's two parent coordinators.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our school has created partnerships with outside agencies such as Center for Family Life, Lutheran Medical Center, and Maimonides Medical Center to provide workshops for families on topics such as domestic violence awareness, health insurance, stress management, and parenting, as well as classes in ENL and other tutoring services for adults. Interpretation in Spanish and Chinese is available for all workshops and all materials provided are translated into the parents' home languages.

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

We evaluate the needs of our parents by promoting an open door policy. We encourage our parents to establish an open communication with our parent coordinators and family workers. Our full time Spanish and Chinese speaking parent coordinators along with our a full time Chinese speaking family worker are always available to answer any questions or concerns parents may have. To communicate with parents that speak another language, we contact the Translation Unit for assistance.

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

Our activities address the needs of our parents by promoting ongoing open communication between school and the home. We survey our parents' needs & concerns to help us develop workshops to address their needs. Our parent coordinators and parent support team collaborate to create and conduct workshops on topics such as: health, domestic violence, child's education, parenting, community service, outreach programs, ESL classes for parents, stress management, Common Core standards, NYSESLAT, ELA/Math, immigration, etc.

### 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.

## **Part VI: LAP Assurances**

School Name: The

School DBN: 15K169

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)
Jaela Kim	Principal		
Emily Hurst	Assistant Principal		
Julie Guevara	Parent Coordinator		
Yesenia Caccamo	ENL/Bilingual Teacher		
Mimi Ferrer	Parent		
Raysa Villalona/ENL	Teacher/Subject Area		
Kit Leung/ENL/Bilingual	Teacher/Subject Area		
	Coach		
	Coach		
	School Counselor		
Anita Skop	Superintendent		
	Borough Field Support Center Staff Member _____		1/1/01
Sonia Tulier	Other <u>Teacher/SpED</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: 15K169 School Name: The Sunset Park School  
Superintendent: Anita Skop

**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.learndoe.org/tiu/lac](http://www.learndoe.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.

The accurate data will submit later. Based on Home Language survey, ATS reports and Student Emergency contact cards, all the access that the school can find out the number of parents who prefer communication other than English from school.

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.

Spanish and Mandarin

**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.)

School Monthly calendar, all DOE letters to parents, ELL entitlements or non-entitlement notifications, flyers for special announcement such as early dismissal notices, Trips, after schools permission letters, testing information and all parents from the school leadership.

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.

Curriculum night in September, parent teacher conferences in November, March and May, parent engagement annual individual conference for ELLs on a Tuesday based on teacher's appointment with individual parent. Parent work Parents or teachers' concern of student's academic or behavior and home visit when concerns arise.

### 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 school has designated several translator to translate all sort of written form of letters and notices that need to send home on time. Our school also inform staff the Translation and Interpretation Unit, Whenever they have bulk job to be done, they can send their work to the unit to get assistance.

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.

When the school anticipates with a large scale needs of interpreters such as Parent Teacher Conference, coffee contacts the outside vendor with the date and time in advance. We have designated several school personnel to meet immediate interpretation services, such as informal face-to-face interpretations.

## 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.)

As mentioned above, our school had provide the link of the Translation and Interpretation Unit to the staff. Also, phone number for interpretation service before the curriculum night through hard copy and emails.

## 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

Our school has posted a poster of Welcome with different languages, we have notified our parents who are the p The team has their business cards for the parents in order for the parents to identify the person they need for interpreta

## 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)

Each year, our school will study the parent survey to gather feedback from the parents. From the survey we will area of concerns. Our cabinet and parent support team will work on the areas of low performance. Furthermore, we also and verbal feedback from parents and will make improvement on their concerns.