

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

<b>DBN: (i.e. 01M001):</b>	<b>22K269</b>
<b>School Name:</b>	<b>P.S. 269 NOSTRAND</b>
<b>Principal:</b>	<b>JAZMINE SANTIAGO</b>

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: PS 269 School Number (DBN): 22k269  
Grades Served: Pre-K, 3<sup>rd</sup>, 4<sup>th</sup>, and 5th  
School Address: 1957 Nostrand Avenue  
Phone Number: 917-941-2800 Fax: 718-940-3098  
School Contact Person: Jazmine Santiago Email Address: Jpagan22@schools.nyc.gov  
Principal: Jazmine Santiago  
UFT Chapter Leader: Steve Blum  
Parents' Association President: Karen Guevarro  
SLT Chairperson: Karen Dini  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_  
Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 22 Superintendent: Julia Bove  
Superintendent's Office Address: 5619 Flatlands Avenue  
Superintendent's Email Address: jbove@schools.nyc.gov  
Phone Number: (718) 968-6115 Fax: 718)968-6252

**Borough Field Support Center (BFSC)**

BFSC: \_\_\_\_\_ Director: Jose Ruiz  
Director's Office Address: \_\_\_\_\_  
Director's Email Address: \_\_\_\_\_  
Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_

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

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jazmine Santiago	*Principal or Designee	
Steve Blum	*UFT Chapter Leader or Designee	
Karen Guevarro	*PA/PTA President or Designated Co-President	
Pamela Walker	DC 37 Representative (staff), if applicable	
Karen Guevarro	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	
Shirley carte	Member/	
Isaac Martin	Member/	
Ornella Burke	Member/	
Steve Blum	Member/	
David Trimboli	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Rasheeda Lawson	Member/	
Karen Dini	Member/	
Pamela Walker	Member/	
	Member/	
	Member/	
	Member/	

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

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

#### **Strong Schools, Strong Communities**

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

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

#### **The Framework for Great Schools and CEP Development**



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

#### **The Six Elements of the Framework for Great Schools**

**Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

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

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

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

## The Quality Review and the Framework for Great Schools

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

### NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

### Title I Requirements and Strengthening Title I Parent Involvement

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

P.S. 269 Nostrand is an elementary school with 404 students in pre-kindergarten and grades 3 through 5. The school population comprises 89% Black, 7% Hispanic, 1% White, and 3% Asian students. The student body includes 14% English language learners and 13% special education students. Boys account for 48% of the students enrolled and girls account for 52%. The average attendance rate for the 2014-2015 school year was 92.9%. The school population receives 100% free lunch. Our students who are English Language Learners remain a priority at PS 269. A few years back, after the earthquake in Haiti, we had an influx of families from Haiti move into our community, increasing our ELL population. This subgroup failed to meet AYP for three years in a row. We have committed ourselves to providing these students with additional supports so they can not only meet standards, but also exceed them. Another unique feature to PS 269 is that we are a grades pre-k, 3-5 school. We often receive students with very limited data and September becomes a two-fold process. We must immediately assess students as well as get to understand their social and emotional needs while getting them acclimated to a new school environment.

Our mission at P.S. 269, The Nostrand School, is to improve student achievement to ensure that every student become an emotionally stable critical thinker that is successful in college, their careers and become a functioning member of society. To fulfill our mission, it is imperative that we collaborate with the school community, teachers, parents and other stakeholders to provide students with high-quality instruction and ensure that they are socially and emotionally supported. We recognize that family members, community based organizations, and peers serve as the core of a student's education pipeline. CBOs play an important role in the education pathways for many students as they provide support to our youth, resulting in successful entry into the workforce. In addition, community-based organizations share responsibility for helping young people develop socially, emotionally, and physically, become motivated and engaged in learning and prepare for productive adult lives. Based on our school's need, we have leveraged resources from appropriate agencies, including, but not limited to, health care, social services, and counseling. Our partnerships with several community based organizations provide our students with developmental opportunities and social support services that are essential to their academic success.

Our school has had a long-standing partnership with the community-based organization, Camba/Beacon program. CAMBA's Beacon Center at P.S. 269 serves a hub for families to access integrated and comprehensive services, including after-school for middle school youth, summer camp, summer jobs, and other educational and recreational activities. Our school is open to the community until 9 pm on weekdays and 6pm on Saturdays. Evening and Saturday activities feature karate, chess, soccer, robotics, academic tutoring, and English for Speakers of Other Languages (ESOL) classes. The Beacon Center at P.S. 269 also features a middle school club model where young people can choose between books, a basketball program, dance classes, media/technology workshops and other clubs that deepen learning by combining practice in academic and communication skills with popular activities. Our Beacon 269 program broadens the horizons of young people, strengthens their social, emotional and basic academic skills and provides a safe place where families can gain new skills together. The Beacon Center at P.S. 269 currently serves 1,200 people, including 288 middle school youth. The program also provides pathways for young people to grow via the Leadership and Youth Council and college tours that expose them to educational options. With CAMBA's assistance, we have been able to get the NYC Parks Department's Deputy Commissioner, Kevin Jeffery, to approve the request to grant sole use of The Nostrand Public Park to our school during the school day for student use to promote increased physical activity. In addition, our school also joined the Healthy Bodega Initiative, where we partnered with the corner store in effort to have them offer

healthier foods for sale. Our school's ongoing focus on social emotional learning, health, nutrition and fitness are unique, special, and needed in our school community.

Our student council implemented the, *Water in the Cafeteria*, initiative so students could have access to drinking water during their lunch periods. During the 2014-2015 school year, our school partnered with Marisol Sabino, Supervisor of District 22 School Food Services. Students from our school attended a Taste Testing Field in effort to support healthier food options in school cafeterias as part of the Cafeteria Classroom: Food & Nutrition Education in the Lunchroom initiative, aiming to improve the dietary intake of school children who participate in the National School Lunch and Breakfast Programs. Our school was also a recipient of New York City's Department of Education and children's nutrition education media company Super Sprowtz, Healthful Salad Bar initiative. We were proud that our school was chosen as one of the recipient schools to get a salad bar. In addition, 100% of our teachers were trained in Move-to-Improve Physical Activity Program. MTI is a program designed to increase physical activity for students in elementary school. MTI trained our teachers to blend academics and physical activity into educational lessons. We are also moving into our 5th year partnership with Asphalt Green-NYC Sports and Fitness Non-profit organization. Asphalt Green's Recess Enhancement Play (REP) highly trained and talented Play Coaches get our children physically active through organized games that decrease conflict and increase self-esteem, safety and fun.

In June 2015, we were pleased to learn that our school received a Bronze Excellence in School Wellness Award for all of the work our school did to create a healthy school environment as a means to prevent childhood obesity and improve academic achievement amongst our students. We have also partnered with Mighty Milers/ New York Road Runners for the past five years and look forward to continuing our partnership with them. Mighty Milers is a running program for kids of all fitness levels from pre-kindergarten through eighth grade. It's designed to get kids moving and prevent obesity and illness. Participation in Mighty Milers helps kids build their self-esteem, and learn to make and reach personal goals. Over the course of a program cycle, children in Mighty Milers set goals to run and/or walk a certain distance and earn rewards for reaching milestones along the way. NYRR provides logistical, motivational and training support to our staff members and volunteers. The Jamboree City Championship was a huge success for our school. Both our 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade division boys came first in the 4x100 meter relay. We proudly boast of having the fastest 4x100m elementary boys relay in New York City. Other students were medal recipients and placed as top finishers in New York City at the elementary division. Another way in which we keep our students healthy is by partnering with The New York Foundling, Inc. to provide dental services at our school through a school-based on site Oral Health Clinic. The purpose of the OHC is to improve accessibility and availability of high-quality oral health care screenings and treatment to pre-school, elementary, middle and secondary school pupils in New York City Public Schools. This year marks our fourth year partnership with Ballet Tech. Last year, five of our third grade students auditioned and were accepted into the program. Ballet Tech is a specialized school that admits students city-wide, from all districts, in all five boroughs. Admission is talent-based. Students must demonstrate ability for classical ballet in order to be accepted into the school. Students from our school participated in their beginner program. If students excel, they are invited to apply to become members of the full time school. Our continued partnership with Sesame Flyers has been supported by our local council member, Jumane Williams, for the third year in a row. Sesame Flyers International provides programs that preserve culture, tradition and values to residents of East Flatbush and Canarsie. This community based organization has afforded our children with the opportunity for our students to participate in Theatre, African Dance and Steel Pan. The Steel Pan Orchestra combines music education, cultural arts and educational enrichment.

In Partnership with Time Warner Cable and Tracy Gray, Tech Ed Consultant, Tracy Gray, Senator Kevin Parker brought Sankofa Global Project's "Tinker Days" to our school. The mission of The Sankofa Global Project is to increase the number of women and people of color in science, technology, engineering, art and math. The Sankofa Global Project supports underrepresented students by introducing and supporting them as they venture into the fields of Science, Technology, Engineering, Art and Math! They create a S.T.E.A.M. resource network for student interaction to bridge the gap between existing skills and skill development!! Bringing this S.T.E.A.M. initiative to our school, students were able to build "Mini Racers". We are planning to continue this work during the 2015-2016 school year and offer S.T.E.A.M. as a cluster period in our school.

We strongly believe that community-based learning engages students for success and citizenship and accentuates the need for a rigorous and intentional effort to engage all students in learning. Therefore, we will continue to partner with

our existing organizations and to seek new organizations in effort to offer a range of supports and opportunities for children, youth, and families before, during, and after school to reengage students in education and to create the conditions for their success.

## 22K269 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,03,04,05	Total Enrollment	393	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
				N/A
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	81.6%	% Attendance Rate		93.5%
% Free Lunch	78.3%	% Reduced Lunch		1.0%
% Limited English Proficient	14.6%	% Students with Disabilities		29.0%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American		94.0%
% Hispanic or Latino	3.8%	% Asian or Native Hawaiian/Pacific Islander		2.0%
% White	N/A	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.17	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		6.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		7.37
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	15.0%	Mathematics Performance at levels 3 & 4		11.6%
Science Performance at levels 3 & 4 (4th Grade)	76.2%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

### Part 1 – Needs Assessment

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

As evidenced by the Quality Review 2014-15 we received a rating of developing in indicator 1.2. In effort to improve this area, we will aim to meet the needs of all learners so that all students produce meaningful work products. The Framework for Great Schools describes collaborative teachers by stating that “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.” Based on teacher feedback from surveys taken throughout the year, the teachers would like more professional development focusing on content knowledge and vertical alignment of skills. As stated in the Quality Review of 2014-2015, we were rated proficient in 4.2 of the Danielson framework: Engaging in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning. Teachers’ engagement in structured and professional collaborations on teacher teams using the collaborative inquiry approach promotes the sharing of leadership and builds capacity in an effort to improve student learning. Vertical school teams, as well as content specific teams across grades, and grade level teams work together to improve instruction. These teams address increased enhancement of the curriculum so it encompasses the instructional supports necessary to provide access to all students in engaging and rigorous tasks. On Monday afternoons, the staff participates in Professional Learning Communities. Teachers take turns facilitating meetings in effort to focus on building the collective capacity within the school, which is critical for sustained improvement in student learning.

### Part 2 – Annual Goal

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

By June 2016, 100% of teachers will use data to plan coherent instruction in effort to deepen the level of rigorous instruction for the student population, including ELL students and SWDs as evidenced by a 15% increase in students reaching grade level on I ready and ed-performance assessments.

### 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) 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?</b></p>
<ul style="list-style-type: none"> <li>• Teachers will administer a diagnostic i-ready assessment in order to determine students' current performance level on grade level skills to identify students' needs at the sub-skill level.</li> <li>• Teachers will use information about what students already know and what they need to know to identify next steps to plan instruction and increase student achievement.</li> <li>• Teachers will measure the student's academic progress by regularly checking for understanding during executed lessons and by monitoring and tracking student performance</li> </ul>	All students	September 2015 through June 2016	Teachers
<ul style="list-style-type: none"> <li>• Teachers will have a data collection system in place in order to monitor and track all students as they progress through the school year.</li> <li>• Administrators will ensure that teachers target identified skills and strategies and are using current data to meet students at their entry points.</li> </ul>	All students, teachers	September 2015 through June 2016	Teachers and administrators
<ul style="list-style-type: none"> <li>• Teachers will use rigorous questioning and discussion techniques during instructional time in order to facilitate a deeper understanding of the objectives being taught.</li> <li>• Teachers will assign, collect, and correct homework; record data from students' work, identify gaps in their understanding and provide them with explicit feedback.</li> </ul>	All students and teachers	September 2015 through June 2016	Administration and Instructional Cabinet

<ul style="list-style-type: none"> <li>Teachers will administer assessment tasks; review student performance data and use this data to make needed adjustments in instruction.</li> </ul>			

**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.											
All personnel, including administration, and teachers will help to achieve this goal. For Math and ELA we will have units of study that are aligned to CCLS and a research-based instructional programs will be utilized. We will provide professional development during common preparatory time. Substitutes will be hired for teachers to attend out-of-school professional development opportunities to advance and enhance teacher learning. Weekly professional development sessions will be held on Mondays during extended day professional work time from 2:40PM-4:00PM. Common prep planning periods will be incorporated into teachers’ programs so that they can have daily planning time. Individualized programming will be incorporated into the school day. A schedule will be set up for inter-visitations during preparatory periods.											
<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		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		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>Advance teacher observations</li> <li>Teacher-team observations</li> <li>Compiled lessons from lesson studies</li> <li>Periodic monitoring by administration and cabinet</li> <li>Grade meetings during common preparatory periods</li> <li>Weekly cabinet meeting</li> <li>Weekly inquiry meetings</li> <li>Data from units of study (baseline, embedded, and culminating tasks)</li> <li>iReady reading and math diagnostic assessments to monitor students progress of SETSS, and Special Education Teachers</li> <li>Ed-Performance assessments given 3 to 4 times during the course of the year</li> <li>NYSLAT testing to monitor student progress</li> <li>Math, Ela, and State tests</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 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5B – Framework for Great Schools Element – Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Part 1 – Needs Assessment**

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

Based on an analysis of OORs reports the majority of the incidents reported occurred within the classrooms. In our effort to prepare students for college and careers, we must not only address their academic and intellectual needs, but their social and emotional needs as well. Students who feel safe and valued at school will demonstrate greater academic achievement.

**Part 2 – Annual Goal**

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

By June 2016, 100% of the staff will consistently implement the PBIS system in and out of their classrooms as evidenced by a monthly analysis of the reduction of classroom incidents reported within OORS.

**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 in order to support their children at home.</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?</b></p>
<p>The students can speak to their understanding of the characteristics of high quality work, and it is evident that the students collaborated to establish this evaluation criteria.</p>	<p>All teachers and students</p>	<p>September 2015 through June 2016</p>	<p>Administration, Instructional cabinet and grade leaders</p>

The teacher is constantly monitoring student understanding to uncover any misconceptions or errors within the students' work, as well as to assess their ability to synthesize the information presented to support the teaching point.	All teachers	September 2015 through June 2016	Administration, Instructional cabinet and grade leaders
Students monitor their understanding and have a variety of strategies to help them assess the accuracy of their work and make any necessary corrections or improvements.	All teachers and students	September 2015 through June 2016	Administration, Instructional cabinet and grade leaders
High quality feedback is consistently provided in a timely fashion by both teachers and peers, and is specific and actionable	All teachers and students	September 2015 through June 2016	Administration, Instructional cabinet and grade leaders

**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.											
<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		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		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>• School-made student surveys addressing student satisfaction with the school culture and whether they feel valued, supported, safe, and respected.</li> <li>• Review of discipline, safety, and support policies and procedures to take place on an ongoing basis which includes a review of OORS data, student and parent communication.</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 5: Needs Assessment, Annual Goals, and Action Plans

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

### Part 1 – Needs Assessment

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

Based on classroom walk-throughs, data talks, and according to our comprehensive Advance data in component 3D, 37% of our teachers were rated developing and 10% received a rating of ineffective.

It is essential that the teachers have a system in place that quickly identifies students who need additional time and support. Solutions should be based on intervention rather than remediation. Creating a toolbox that consists of strategies and scaffolds that can be used to meet students at the students’ entry level and lead to increased student achievement.

### Part 2 – Annual Goal

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

By June 2016, 100% of teachers who received an overall ineffective or developing in the Charlotte Danielson component 3D will show an increase in using assessment and instruction as evidenced by Advance data.

### Part 3 – Action Plan

<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>	<b>Target Group(s) <i>Who will be targeted?</i></b>	<b>Timeline <i>What is the start and end date?</i></b>	<b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b>
<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 teacher-parent collaborations to improve student achievement.</li> </ul>			
Teachers will focus on embedding the Academic and Personal behaviors in their lesson/units in an effort to promote persistence, engagement, work habits, communication, and	All teachers and students	September 2015 through June 2016	Administration, Instructional cabinet and grade leaders

<p>self-regulation as evidenced by classroom observations student reporting, and lesson plans.</p> <p>Habits of the mind are implemented through different venues:</p> <ul style="list-style-type: none"> <li>• Persistence is seen when students struggle through rigorous tasks and experience success.</li> <li>• Thinking and communicating with clarity and precision is shown when the students justify their mathematical solutions using clear and precise language.</li> <li>• Listening and understand with empathy will be encouraged by peer mediation.</li> <li>• Striving for accuracy is implemented as students complete several drafts of their work and complete peer and self-assessments. Students use the feedback given by peers and teachers to revise and correct their work.</li> <li>• Questioning and posing problems will be accomplished through the implementation of “parking lots” for student questions as well as by following various discussion protocols.</li> </ul>			
<ul style="list-style-type: none"> <li>• Staff will consistently implement the PBIS framework system in and out of their classrooms and adapt and organize evidenced-based behavioral intervention in order to enhance positive academic and social behavior outcomes.</li> <li>• Teachers will continually monitor student behavior through the use of Dojo points. (web-based software)</li> </ul>	All teachers	September 2015 through June 2016	Administration, Instructional cabinet and grade leaders
<ul style="list-style-type: none"> <li>• Teachers will participate in professional development to build cultural competence.</li> </ul>	All teachers and students	September 2015 through June 2016	Administration, Instructional cabinet and grade leaders
<ul style="list-style-type: none"> <li>• The SAPIS worker will continue the implementation of the peace room where students reflect on their behaviors.</li> <li>• Asphalt Green will engage students in structured play to build positive relationships through organized play.</li> </ul>	All teachers and students	September 2015 through June 2016	Administration, Instructional cabinet and grade leaders

**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.											
<ul style="list-style-type: none"> <li>• Common planning time</li> <li>• Professional learning opportunities, including after-school curriculum writing</li> <li>• Outside professional development</li> </ul>											
<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	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		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>• Classroom assessments</li> <li>• Pre-assessments in core subject areas including school-wide writing assessment</li> <li>• Professional learning agendas</li> <li>• Administrative observations</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 5: Needs Assessment, Annual Goals, and Action Plans

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

### **Part 1 – Needs Assessment**

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

Administrative observations, needs assessments, and teacher feedback revealed the need for the continued development in collaborative inquiry teams. Teachers will be provided inter-visitation opportunities, professional development, and on-going feedback to help shift classroom practice.

### **Part 2 – Annual Goal**

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

By June 2016, 100% of teachers will participate in collaborative inquiry teams to identify common challenges, analyze relevant data, and test out instructional approaches in a systematic structure to increase student learning as evidenced by an increase in score as measured by Ed Performance for specific high needs sub groups.

### **Part 3 – Action Plan**

<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>	<b>Target Group(s) <i>Who will be targeted?</i></b>	<b>Timeline <i>What is the start and end date?</i></b>	<b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b>
<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>			
<b>Engage in Collaborative Inquiry Teams:</b>	All teachers	September 2015 through June 2016	Administration and the Instructional Cabinet

<p><b>Teachers will</b> Identify students and learning targets and goals and move students by designing and implementing the instructional change strategy)</p> <ul style="list-style-type: none"> <li>• Teachers will engage in a process of using student data to revise curriculum.</li> <li>• Integration of instructional shifts</li> <li>• Supports for ENL's and SWD's</li> <li>• Assessments /Rubrics</li> <li>• UDL strategies</li> <li>• Rigorous questions</li> <li>• Integration of content specific vocabulary</li> <li>• Alignment of resources</li> <li>• Interdisciplinary units of study</li> </ul>			
<p>Curriculum Mapping Teams:</p> <ul style="list-style-type: none"> <li>• Integration of instructional shifts</li> <li>• Supports for ELL'S and SWD'S</li> <li>• Assessments /Rubrics</li> <li>• UDL strategies</li> <li>• Rigorous questions</li> <li>• Integration of content specific vocabulary</li> <li>• Alignment of resources</li> <li>• Integration of arts and technology</li> </ul> <p>Interdisciplinary integration throughout the units of study</p>	Curriculum mapping teams	September 2015 through June 2016	Administration, the Instructional Cabinet and the curriculum mapping team
<p>Inter-visitation</p> <ul style="list-style-type: none"> <li>• In school /Outside of school</li> <li>• Pre k visits to PS 361 and PS 52</li> <li>• Grade 5 visit to Huddie or I.S. 109</li> <li>• Grade 3 visit to PS 361</li> <li>• Sharing best practices</li> </ul> <p>Targeted PD</p>	Classroom teachers	September 2015 through June 2016	Administration
<p>Metamorphosis and the Borough Support Team will help build teacher content and improve teacher practice.</p>	All Teachers	September 2015 through June 2016	Administration and the Instructional Cabinet

Through lesson study, teachers will engage in the following practices:

Lesson Studies:

- Collaborative planning
- Carefully identify the goals of the lesson.
- Determining how students learn best. (Identify gaps in student learning.)
- Study and improve the best available lessons.
- Deepen subject knowledge, by considering questions like: what knowledge and understanding are important? how is it developed?; what are the gaps in student understanding and knowledge?
- Anticipate student thinking. Carefully study student learning and behavior.
- Build powerful instructional strategies – for example, develop rigorous questioning strategies that stimulate student interest and promote learning.

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**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.										
<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		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	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.

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

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

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

**Part 1 – Needs Assessment**

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

A comprehensive needs assessment including parent attendance at workshops and school events, administrative observation and the results of our Learning survey indicated a need for increased parental involvement in our school.

**Part 2 – Annual Goal**

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

By June 2016, we will provide increased school access to 100% of parents by increasing the amount of school events.

**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 stronger family and community ties and to increase parent involvement in support of improved student outcomes.</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?</b></p>
<ul style="list-style-type: none"> <li>• Hold monthly award ceremonies, where parents can celebrate their child's accomplishments..</li> <li>• Implement a Family Fun Friday, where parents are able to engage in a classroom activity with their child.</li> </ul>	<p>Parents and Guardians</p>	<p>September 2015 through June 2016</p>	<p>Parent Coordinator</p>

<ul style="list-style-type: none"> <li>• Hold forums for parents to express needs, concerns and expectations.</li> <li>• Schedule, Dad's Walk Your Child to School Day.</li> </ul>			
<ul style="list-style-type: none"> <li>• Provide opportunities for our parents to volunteer at our school.</li> <li>• Provide opportunities for parents to become more involved in their child's education.</li> </ul>	Parents and Guardians	September 2015 through June 2016	All teaching staff
<ul style="list-style-type: none"> <li>• Update the school website regularly to provide parents with information regarding school events.</li> <li>• Provide parents with a monthly newsletter.</li> <li>• Provide parents with translated versions of all school documents and letters and translation services</li> </ul>	Parents and Guardians	September 2015 through June 2016	Parent Coordinator Technology Specialist Guidance Counselors Bilingual staff members School Aids
<ul style="list-style-type: none"> <li>• Support parents in their own education by offering technology assistance.</li> </ul>	Parents and Guardians	September 2015 through June 2016	Principal and Assistant Principal Parent Coordinator Technology Specialist Guidance Counselors

**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.											
<ul style="list-style-type: none"> <li>• Website</li> <li>• Calendars</li> <li>• Computer app for parents</li> <li>• Newsletters</li> <li>• Parent data meetings</li> </ul>											
<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		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		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.
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- School-made parent surveys addressing student/ parent satisfaction with the school outreach and whether they feel valued, supported, safe, and respected.
- Review of parent attendance, parent feedback forms, increased parent participation, and support policies and procedures to take place on an ongoing basis which includes a review of data of student and parent communication.

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

**Section 6: Academic Intervention Services (AIS)**

**(Required for All Schools)**

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

<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>	N.Y. State Scores	Researched based CCSS aligned materials; close reading, the writing process, vocabulary	Small group instruction	During the school day
<b>Mathematics</b>	N.Y. State Scores	Researched based CCSS aligned materials; problem solving: reading for information	Small group instruction	During the school day
<b>Science</b>	N.Y. State Scores	Research based materials	Small group	During the school day
<b>Social Studies</b>	Assessment of student work, analysis of genre based material	Research based CCSS aligned materials	Small group	During the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	N.Y. State Scores, current assessments	Research based CCSS aligned approaches	Small group/one-to-one	During the school day

## Section 7: Title I Program Information

### Directions:

- 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>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.

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

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

### Part 3: TA Schools Only

#### **3a. Use of Program Resources**

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

#### **3b. TA Coordination with the Regular Program**

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

**Part 4: SWP Schools Only**

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

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

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

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

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , 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	308,900.00		
Title II, Part A	Federal	35,847.00		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,973,764.00		

**<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 Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

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

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

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

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

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

---

**Parent Involvement Policy (PIP) Template**

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

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

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

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

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

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

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

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

**[School name]** , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for

improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

### **I. School Responsibilities:**

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

## **III. Student Responsibilities:**

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

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

**Directions:** Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: _____	DBN: _____
This school is (check one):	
<input 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 type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: _____
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input 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: _____
# of certified ESL/Bilingual teachers: _____
# of content area teachers: _____

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

Describe the direct instruction supplemental program here and include the

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

Begin description here: \_\_\_\_\_

**Part C: Professional Development**

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

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

Begin description here: \_\_\_\_\_

**Part D: Parental Engagement Activities**

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

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

Begin description here: \_\_\_\_\_

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

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

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<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 supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

**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>22</b>	Borough <b>Brooklyn</b>	School Number <b>269</b>
School Name <b>P.S. 269 The Nostrand 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>Jazmine Santiago</b>	Assistant Principal <b>Christine Kenny</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Margaret Fico</b>	School Counselor <b>Sonia Christie, Sophia Triant</b>
Teacher/Subject Area <b>Christina Estevez, Art</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Joseph Oberer, Gym</b>	Parent Coordinator <b>Desiree Oakley</b>
Related-Service Provider <b>Davida Shapiro</b>	Borough Field Support Center Staff Member <b>Aaron Perez</b>
Superintendent <b>Julia Bove</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	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	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]	0	Number of special education teachers with bilingual extensions	0

### D. Student Demographics

Total number of students in school (excluding pre-K)	423	Total number of ELLs	78	ELLs as share of total student population (%)	0.00%
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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	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

### This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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>				0	0	0								0
<b>Dual Language</b>				0	0	0								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>	78	<b>Newcomers</b> (ELLs receiving service 0-3 years)	38	<b>ELL Students with Disabilities</b>	15
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	34	<b>Long-Term</b> (ELLs receiving service 7 or more years)	6

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>	0	0	0	0	0	0	0	0	0	0
<b>DL</b>	0	0	0	0	0	0	0	0	0	0
<b>ENL</b>	38	0	1	34	0	11	6	0	3	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Arabic														0
French														0
Haitian														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

\* EP=English proficient student

**Dual Language (ELLs/EPs)  
9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
------------------------------------------------------------------	-------------------------------------------------------------

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				4	10	3								0
Chinese														0
Russian														0
Bengali														0
Urdu				1	1	1								0
Arabic				1	4	1								0
Haitian				12	10	22								0
French				3	3	0								0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other Fulani				1	1	0								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)				4	8	9								0
<b>Emerging</b> (Low Intermediate)				5	6	3								0
<b>Transitioning</b> (High Intermediate)				4	4	8								0
<b>Expanding</b> (Advanced)				6	10	6								0
<b>Commanding</b> (Proficient)				3	1	1								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

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				3	1	1								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	16	2	0	0	0
4	15	2	1	0	0
5	0	0	0	0	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	22	0	4	0	0	0	0	0	0
4	19	1	3	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	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	7		10		5		1		0
8									0
NYSAA Bilingual (SWD)									0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 P.S. 269 students' success is evaluated by analyzing running records from the Fountas and Pinnell program, observing student achievement and student progress. Data from running records and the comprehension component places most of our ELLs one to three grades below appropriate grade level. Our BOY(Beginning of year) data has shown us the following: In our 3<sup>rd</sup> grade, 50% are below grade level, and 40% are on grade level; In our 4<sup>th</sup> grade, 66% are below grade level, and 31% are on grade level; Finally, in our 5<sup>th</sup> grade, 63% are below grade level, and 37% are on grade level. The Fountas and Pinnell toolkit will be used to determine if the student is advancing in his/her reading level. Mondo's Oral Language Assessment is used as well in order to effectively place children in oral language groups. The ENL teacher will also assess through periodic assessments, writing, speaking and listening progression.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 After reviewing and analyzing the assessment data, instruction will be designed to meet the individual needs of each student. There are several assessment tools used at PS 269 to assess the early literacy skills of the students. The NYSITELL for newcomers and the NYSESLAT scores are first examined to determine the English language proficiency level of each student. Informal classroom assessments, that mirror components similar to that of NYSESLAT and ELL Periodic Assessments are administered grade wide as well.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 Patterns across NYSESLAT modalities will affect instructional decisions by focusing on students' weaknesses as well as strengthening their areas that they scored proficient in. The assessment analysis data is taken from the Spring 2015 NYSESLAT grades and will be used to guide ELL instruction. For third grade ELLs who scored advanced will be working to improve their listening and speaking skills since seven of them scored on the advanced level of English proficiency. We will also work to improve their reading and writing skills to make sure they are on or approaching grade level. This information was based on past scores since we don't have the current NYSESLAT scores. Lessons will be created and aligned to the CCLS and after discussing the curriculum with the grade teachers.
- For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

a. There are patterns across proficiencies and grades. The vast majority of ELL students struggle with reading comprehension and writing on both NYSESLAT and ELA. This poorly affects their performance on all standardized tests. ELLs take tests in English in our ENL Program, unless there is a translator available and needed. Patterns across NYSESLAT modalities will affect instructional decisions by focusing on students' weaknesses as well as strengthening their areas that they scored proficient in. Most of our ELL students speak a native language, but lack the academic vocabulary in their native language. We use home language acquisition to assess their level of English proficiency. We use this information to determine the foundation of instruction for the ELLs. The assessment analysis data is taken from the Spring 2015 NYSESLAT grades and will be used to guide ELL instruction.

b. The school uses results of the ELL Periodic Assessments to measure growth from NYSESLAT and NYSITELL results as well as informal classroom assessments designed for each ELL language proficiency level.

c. Data from the ELL periodic assessments shows that students need more targeted instruction in reading and writing with a special emphasis on ENL strategies such as visuals, graphic organizers, sentence stems, and peer teaching to help with use of home language and English translations.

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](#).]

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

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

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

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

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

P.S. 269 also uses data to guide instruction for ELLs with the RTI framework. We have universal screening using the Fountas and Pinnell Assessments to ensure students are on grade level and to identify areas that need improvement to get to grade level. In Tier I, instruction is differentiated for students based on their language proficiency (data from the NYSITELL and NYSESLAT) and ability. The ENL teacher collaborates with the classroom teachers regarding ELL academic and overall success. There is strong core instruction that is delivered to ELLs and the entire class, taught by the classroom teacher and the ENL teacher. Language and literacy through reading, writing, listening and speaking components is taught across the curriculum. The ENL teacher and classroom teacher use students' background knowledge to make lessons meaningful. Teachers teach complex thinking while providing students with instructional supports to achieve success. Teachers teach through conversation, building students' abilities to form, express, and exchange ideas through dialogue, questioning and sharing ideas and knowledge. Teachers carefully listen, make inferences about intended meaning and adjusts responses to assist students' efforts. There is intensive, tailored instruction for ELLs when the ENL teacher

is teaching intergrated and stand alone ENL. Native language support is provided whenever it is available, for example, the fourth grade class that has the most number of ELLs and Entering ELLs, the paraprofessional teacher speaks Haitian Creole, which is the native language that is spoken for the majority of ELLs. Students work in pairs and are able to communicate in their native language. Translation is used whenever possible (with another student or teacher who speaks the native language and by using Smart Board technology). We have on going progress monitoring to ensure students are making progress.

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

Instruction for ELLs at P.S. 269 is geared towards students acquisition of language in the context of learning content while using students' cultural and native language schema. All content area teachers provide instruction with children's second language development in mind. They include language objectives in every lesson and tier 2 and tier 3 intervention. We make sure that a child's second language development is considered in instructional decisions by tailoring their individual or group activities that match their capabilities and also challenge them to grow in their language development. Activities are differentiated for students based on their individual second language development as well as the texts that are given to them. We evaluate the success of the programs for ELLs by monitoring improvement in their reading, writing, listening and speaking skills. Assessments from Fountas and Pinnell are given out periodically and running records are taken to keep track of their strengths and weaknesses in reading and writing. Student work is consistently examined. Students' performance in the classroom reflects the effect of the after school program for the children that attend.

There is strong core instruction that is delivered to ELLs and the entire class, taught by the classroom teacher and the ENL teacher. Language and literacy through reading, writing, listening and speaking is taught across the curriculum. Teachers teach complex thinking while providing students with instructional supports to achieve success. There is intensive, tailored instruction for ELLs when the ENL teacher is teaching any subject. Native language support is provided whenever it is available. Students are strategically paired and are able to communicate in their native language. Translation is used whenever possible (with another student or teacher who speaks the native language and by using Smart Board technology). To ensure student progress, we have on going progress monitoring. There isn't enough data to determine if ELLs are faring in tests taken in English as compared to the native language. There are systems in place, the purpose of RTI, which assures second language development is considered in instructional decisions. For example, students are paired who speak their native language, misunderstandings are translated through peer translation, teacher or para translations, visuals are used and Total Physical Response is also used.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

N/A

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

The school uses a number of tools to evaluate success of the program for ELLs. As part of RTI, we constantly monitor progress throughout all tiers of intervention. In addition, we study the school report card and progress report to take note of areas specific to ENL that show changes in performance and areas of need. Also, the school uses data from AYP to ascertain whether goals for students were met. The NYSESLAT scores by modality help us track growth of students from year to year. The success of the ENL Program is evaluated based on the upward movement within proficiency levels and modalities on the NYSESLAT. Fountas and Pinnell grade level assessments are ongoing to ensure progress is being made by ELLs.

## Part IV: ELL Identification Process

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

1. 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.

When a new student is admitted without a history of enrollment in New York State, he is administered the HLIS survey and an informal interview in English and native language. The staff members usually involved in the process are Ms. Fico, our ENL teacher as well as our administrators and teachers who are trained in the ELL identification process. They are the Principal Ms. Santiago, the Assistant Principal Ms. Kenny, and Ms. Estevez, our Art teacher. Haitian Creole and Spanish-speaking staff members help translate during the process, which includes filling out forms and conducting interviews with families. Depending on how the new students' parents respond

in the HLIS and the informatl interview, the student may be scheduled to take the NYSITELL. Based on the raw score, students may either be found ineligible for placement in an ELL program, or is assigned a level and placed in an appropriate class. Students who speak Spanish are also administered the Spanish LAB. A Spanish speaking staff member administers the test with an ENL teacher present to insure compliance. The ENL teacher, who is certified in and has a Masters Degree in TESOL K-12, identifies children who are English Language Learners by reviewing the responses of the parents on the Home Language Identification Survey, interviewing the parent and the child in English and in their native language to accommodate parents and students. After the home language of each student is determined, the NYSITELL is administered to every child with a home language other than English. Children who score below the cut score are placed in English speaking classes and begin receiving ENL services within 10 days of enrollment. Since this is a transitional period for students, the ENL teacher co-teaches with the general education teacher. The ENL teacher teaches with the general education teacher for the first week or so, to ensure the students get familiar with her and feel comfortable when it's time to test them for the NYSITELL. She engages in conversation with the students while teaching to get a sense of what they understand before they are tested. The ENL teacher is also always in contact and communicates with the teachers and parents of the ELL students. The ENL teacher administers the NYSITELL to the students who are eligible and records their scores and proficiency levels, as well as prints out and scans the NYSITELL answer documents onto the ATS System.

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).

The SIFE questionnaire, interview conducted with student and parent where she gathers info regarding This protocol allows us to determine if the student will require additional support in acquiring la skills necessary to become proficient. New admit students' exam history is reviewed by the ENL teacher to look for red flags of SIFE students every time there is a new student. Student work and classroom teacher observation is also taken into account when determining SIFE 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).

When the HLIS is filled out and the oral interview with the parent and student is conducted, the identification of newly enrolled ELL students with IEPs may occur. The LPT team members are notified and if the LPT determines that the student with an IEP may have second language acquisition needs, the LPT shall recommend in accordance with the potential ELL's IEP whether the student shall take the NYSITELL with or without testing accommodations specified in the IEP. The LPT team consists of (Miss Fico-ENL Teacher, Ms. Kenny-Assistant Principal, Ms. Shapiro-IEP teacher, and the student's parent.

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.

P.S. 269 ensures that entitlement letters are distributed after the NYSITELL is administered by the ENL teacher (Miss Fico) in both English and their home language to the students who are entitled to ENL services after the students have been administered the NYSITELL within 10 days of enrollment. This letter is found on the DOE website, and a contact person, telephone number and date of the parent orientation is also on this entitlement letter. This letter is sent home with the child and a copy of it with the students' names and who it was sent home to is kept on file. The parent survey and program selection forms are given out at the parent orientation after the "Newly Enrolled ELLs" video is shown in all of the necessary languages. Parent surveys and program selection forms are distributed and collected by the ENL teacher that day of the Parent orientation. A tally is recorded to count the number of votes, a copy is filed and the original is put back in the child's cumulative folder. If parents can not make this meeting the ENL teacher calls to schedule a time they can come to view the video, complete the forms and ask any questions they may have.

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).

At the New ELL Parent Orientation meeting, and any make up meetings, parents will be notified that they have the right to appeal ELL status within 45 days of enrollment

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.

Parents of ELLs receive an entitlement letter in both English and the home language . They are invited to attend an orientation session which provides an orientation video from the DOE in both their native language and in English. To ensure that parents understand all three program choices (Transitional Bilingual Education, Dual Language, Freestanding ESL), all information - brochures, forms and booklets are distributed in both languages. A translator along with the ENL teacher, both provide them with information on the options available to them in order to make an informed selection on the Parent Survey and Program Selection Form. Parents also view the Orientation Video for Parents of Newly Enrolled English Language Learners in both languages. Parents are invited to ask questions about the Transitional Bilingual Program, Dual Language Program and Free Standing ENL Program. Information about Dual Language Schools is provided regardless if parents inquire or not. The timelines for these Programs are also discussed so that the parents have a clear understanding of these Programs before making a selection. Parents will be contacted if a TBE/DL program becomes available. The parents who cannot attend these orientation sessions are met with privately. All information is given to them in both their native language and English. Translators are available when necessary. The presenter stresses that all three options are

available in the Department of Education to avoid influencing parents' choice. After the parents specify their choices on the parent survey and program selection form (in English and/or their home language, they are given a letter stating that their child was placed in the program of their choice. The program choice forms of the parents who chose TBE or Dual Language, or who miss the orientation and are placed in TBE by default are scanned and emailed to await placement. When parents do not show up for the orientation, the school calls the home to remind parents of the importance of attending and uses DOE translation when necessary. For Haitian Creole and Spanish, native speaking staff members help with outreach and translation. When TBE or Dual Language Programs become available, parents are invited for an orientation where relevant information about placement and location is shared with them with translation services provided as needed. The school attempts communication two more times if the parents are not available.

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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

P.S. 269 sends a letter home explaining the identification process with a time and date in the letter, telling them when the New ELL parent orientation will be held. As stated in previous answers, parents complete the surveys and program selection forms at the parent orientation. For parents who miss the meeting, they are called and asked to come into the school for a private meeting until the forms are complete. All letters have a contact person and phone number (Miss Fico-ENL Teacher) for parents.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The ENL teacher monitors who has and has not completed the Parent Survey and Program Selection forms with a checklist. Our school sends a letter home explaining the identification process with a time and date in the letter, telling them when the New ELL parent orientation will be held. As stated in previous answers, parents complete the surveys and program selection forms at the parent orientation meeting. For parents who miss the meeting, the ENL teacher reaches out to parents until all contact is exhausted. We do our best as a school to document and file as many parent letters as we can.
9. Describe how your school ensures that placement parent notification letters are distributed. The ENL teacher is responsible for keeping a checklist of all parent notification letters. The originals are placed in the students cumulative folder and a copy is kept in a separate file with the ENL teacher.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). HLIS are copied and filed by grade. The original is kept in the students' cumulative folder. The entitlement and non-entitlement letters are sent home to appropriate parents. A copy of the letters, with all of the students names written on the appropriate letter, is filed in the school to ensure that these letters are distributed to every parent/guardian of eligible students.
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.  
Every ELL is given the NYSESLAT each year. There is a teacher made list (excel spreadsheet) of all of the ELLs in the school in the ENL program. The RLAT and RLER screens on ATS is available to double check any errors. We follow the recommended schedule to administer the NYSESLAT. Although the ENL teacher is aware of the ELLs who need to take the test, the RLER is used to determine eligible students who need to take the NYSESLAT. Attendance is taken daily to ensure every child, who is eligible, takes the test and make up tests are scheduled if a child is absent for any modality of the test. The procedure for ensuring the four components of the NYSESLAT is administered is described as follows: Students are grouped by grade and given one section a day for the NYSESLAT. The speaking section is administered by the ENL teacher and scored by the IEP teacher (Ms. Shapiro), who is trained to do so prior to administration. Ms. Shapiro will also help with administering of the speaking portion while simultaneously scoring it as well. The rest of the sections are administered by either the ENL teacher or another teacher who is trained in administering the NYSESLAT. A schedule is created and given to the principal and assistant principal. General Education and Special Education ELL students are tested separately by grade within the window provided for each set of modalities as early as possible. During testing, proctors take attendance to determine the names and numbers of absent students. Those students who are absent are given a make-up test by the ENL teacher. If the student is absent more than one day after his or her group took the test, the ENL teacher contacts the parents with translation as needed to inform them that missing the NYSESLAT will prevent the school from accurately determining the child's proficiency level in ESL. Administration of the test is scheduled in relation to the deadlines for administration and scoring and number of general education and special education classes with ELLs. Administration of the test takes place in accordance to rules about who may administer and score the test. Students are provided a quiet space to take the test. The test locations are marked to avoid interruptions. No two modalities of the test are administered in a single day.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. After the NYSESLAT scores are available, in September, continued entitlement and transitional support parent notification letters are distributed to every parent who has a child that is still eligible for ENL services. A copy of the letters, with all of the students names written on the appropriate letter, is filed in the school to ensure that these letters are distributed to every parent/guardian of eligible students.
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).

After reviewing the Parent Survey and Program Selection forms for the past few years, the past trends reveal that most parents opt for a Freestanding ENL Program with children participating in the English instruction with native language support. According to past parent choice surveys, parents are interested in a Freestanding ENL program. Records of parent choice are kept on file and counted toward future tallies. Records are kept for potential students in the TBE and DL programs as per ASPIRA. Parents are aware of the three choices: Freestanding ENL Program, Transitional Bilingual Program and the Dual Language Program. Parents are informed of the instructional program their children will be participating in, which is an integrated and/or Stand-Alone ENL Program. Every effort is made to comply with the parents wishes. Materials and methodologies are discussed with parents in both languages through a translator who is present during consultations and all other communication activities with parents in their native language. The program models offered at our school are aligned with parent requests of Freestanding ENL. For the small number of parents who are interested in Transitional Bilingual Education or Dual Language Programs the option of sending their child to a school that has the program is given to them. However, based on past years, the parents want their child to stay at P.S. 269. Parents are informed of the schools in NYC that have Dual language programs and Bilingual Programs. Last year, 2014-2015 there were 13 newly enrolled ELLs and 10 parent surveys and program selection forms were completed choosing ESL as their first choice. This year, 2015-2016, there are 7 newly enrolled ELLs, and 3 parent surveys and program selection forms were completed choosing, Freestanding ENL as their first choice. There were 0 parent surveys and program selection forms that were completed stating Dual Language Program was their first choice. The past trends show our parents choose the Free-standing ENL Program with integrated instruction, which is the model that we currently have. at P.S. 269.

## 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.

P.S. 269 has a freestanding ENL program with all instruction in English. The ELL population is approximately 18% of the total school population. This service is delivered to ELLs in integrated and Stand-Alone classroom settings depending on the ELLs and their language proficiency and their grade level. ELLs in grades 3-5 receive instruction in English content area classes such as ELA, science and social studies and are brought together for high quality English language acquisition focused instruction. The ENL teacher teaches with the general classroom teacher in the general education classrooms where there are the largest numbers of ELLs. The program for the 2015-2016 school year consists of 78 students. There are 43 students that speak Haitian Creole and 17 students that speak Spanish. Those are our top 2 home languages school for our ELL population. The organizational model of ENL instructional model is mostly push-in as ENL teachers also serve as ENL clusters a few periods a week.

Classes follow a block model with heterogenous grouping in each class.

Instruction for ELLs is delivered in accordance with the guidelines outlined in The Practitioner's Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs. The leadership of the school is firmly committed to ensuring that ELLs receive grade level content instruction that is scaffolded with ENL strategies to their individual points of entry towards college and career readiness. To achieve this, the ENL teacher and teachers working with ELLs constantly monitor student progress using formal and frequent informal assessments based on daily observations to form target groups and modify instruction. To maximize sensitivity to the needs of ELLs, ESL teachers meet with their colleagues to analyze data and plan.

The schedule meets the needs of of all stakeholders to collaborate on planning lessons and forming groups. Throughout these

meetings, the ENL teacher stresses the importance of direct language instruction in the context of grade level content in alignment with Common Core.

Furthermore, the ENL teacher and teachers working with ELL students attend workshops to improve their effectiveness in teaching ELLs. Finally, administrators and teachers work with the parent coordinator to establish a culture of mutual regard for student achievement between parents and the school.

b. TBE program. *If applicable.*

N/A

c. DL program. *If applicable.*

N/A

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 services will be given by a K-12 Certified ESOL teacher. Students with an Entering Language proficiency level will have 360 minutes a week of instructional ENL time. That instructional time will be separated by 180 minutes of integrated ENL study in ENL/ELA.(Push-In Model) and 180 minutes of Stand-Alone ENL instruction(Pull-Out Model). Students who are at an Emerging language proficiency level will receive 360 minutes a week of instructional ENL. Their instructional time will be 180 minutes of integrated minutes of study in ENL/ELA.(Push-In Setting) and 180 minutes of Stand-Alone ENL instruction(Pull-Out Setting). Students who are at a Transitioning language proficiency level will receive 180 minutes a week of integrated minutes of instructional ENL/ELA(Push-In Setting ONLY). Students who are at an Expanding language proficiency level will also receive 180 minutes a week of integrated minutes of instructional ENL/ELA(Push-In ONLY). All Former ELLs (Commanding Level) will continue to receive services for an additional two years of 90 minutes a week of integrated minutes of instructional ENL/ELA(Push-In Setting ONLY).

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

Core content area instruction is delivered all in English in the classrooms with native language support. Classrooms have libraries with English to Haitian Creole and English to Spanish dictionaries and glossaries to help support students during content area instruction. The students who speak other languages are supported through peer translation during accountable “turn and talk” time and whenever needed. Smart board, Google translation technology are also extra support in native language support. The ENL program focuses on reading, writing, listening and speaking in English with content area subjects integrated as well. If an ELL is having specific trouble with a topic, the ENL teacher is available to help. Teachers instruct using ENL strategies such as differentiated instruction, scaffolding for all students, TPR (Total Physical Response) for newcomers, using visuals, graphic organizers and some teachers have Smart Boards in their classroom to help with translation when needed through Google translation and using visuals for support. Teachers are explicit in their instruction to help all students. They don’t assume their students know the material, instead they are always questioning and assessing to make sure the content is comprehensible and the ELLs are developing their English language skills. Language development is apart of every lesson with the classroom/cluster/ and ENL teachers.

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

ELLs are appropriately evaluated in their native language based on whether or not they need ENL services. If a child is entitled to ENL services and are dominate in their native language, and they need further services, then they are evaluated in their native language. All three grades (3rd, 4th, and 5th) are testing grades and if the ELLs are dominate with reading and writing in their home language then they are given a glossary and/or the State Math test is given to them in their native language. We also provide a translator to translate the State Math test for them. Communication between the parent, teacher and ENL teacher is conducted to determine which language is appropriate for assessing the child.

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

Students are tested in all four modalities throughout the year. Running records are administered four times a year to show growth in their reading, listening and speaking ability. Teachers also take notes on their observations of student response to questions to measure their listening and speaking levels. We use Fountas and Pinnell system to administer this test throughout the year. Writing assessments are graded uses a rubric to show progress throughout the year, as well as the ELL level assessments from the ENL teacher. Close monitoring of student performance is observed on all tests by the general classroom teacher and the ENL teacher to see what areas each student needs help in.

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

Instruction is differentiated based on the students' individual needs based on data from the RLAT.

A review of the NYSITELL scores indicate that out of the 7 students that took the NYSITELL so far 5/7 students scored at an Entering level of language proficiency. 1 student scored an Expanding language proficiency level and 1 scored an Emerging language proficiency level. After reviewing the NYSESLAT scores 71% of our newly enrolled ELLs are at an Entering language proficiency level. 14 out of the 78 current ELLs (18%) we have enrolled are at an Emerging language proficiency level. 21% of our ELLs are functioning at a Transitioning level of language proficiency and 29% of our ELLs are functioning at an Expanding language proficiency level. Lastly, 6.5% of our ELLs are functioning at a Commanding or proficient language proficiency level.

There are several assessment tools used at the school to assess the early literacy skills of the students. The NYSITELL is used for newcomers and the NYSESLAT scores are first examined to see the English language proficiency level of the child. Informal classroom assessments are administered to all students as well as the Fountas and Pinnell Benchmark Reading assessment, TCRWP, and on going running record results will help teachers group for instruction.

a.) There are no SIFE students at P.S. 269. but if there were, these students would be invited to attend the, the ENL after school program and would receive small group instruction from the classroom and ENL teacher. They would be supported to help them catch up to their grade level peers.

b.) ELLs in Schools Less Than 3 Years

Currently we have 38 Newcomer ELLs with less than 3 years of service. With these ELLs there is strong emphasis on oral language development and vocabulary building. Entering and Emerging students in grades 3-5 develop their oral language skills practicing with peers during accountable turn and talk. Classroom teacher work on vocabulary everyday which is subject specific which helps develop oral language using highly engaging posters, songs and other manipulatives. ELL language assessments are given to students in order to monitor them appropriately. This structure is also used for any photograph teachers use in the classroom. Children are reassessed periodically. Newly enrolled ELLs who are entering the school system in grade 3 or above, are giving an BOY ELL Assessment according to their grade level. These students are also assessed and grouped according their F&P level. It provides children with a basic foundation in the English language as quickly as possible. These children are also engaged in an interactive theme-based CD – ROM series by Evan Moor - Look, Listen and Speak. These CDs provide basic theme-based vocabulary lessons. Stories on tape are also used with children on all grade levels in order to develop and improve listening skills. The ENL teacher teaches with the general classroom teacher in all grades and in all classrooms. Curriculum mapping is designed by the teachers who align their lessons with the Common Core Learning Standards and the Social Studies Scope and Sequence. Instruction is rigorous and there is 50% use of fiction books and 50% use of nonfiction books. At this time writing is being taught, simultaneously and tailored to the CCLS using Units of Study, A Yearlong Curriculum. Children tell their personal stories by using the language of storytelling then illustrating them and finally writing the words. Other genres of writing are introduced during the year which allows ELLs to gain experience with literary art formats. The teacher works with the ENL children in small groups differentiating instruction to tailor the needs of the children.

c.) ELLs Receiving Services 4-6 Years (Developing ELLs)

Currently, there are 34 students who have been in the ENL Program for more than three years. All lessons incorporate the following Scaffolded Instruction using ESL Strategies:

- > Using Visuals and TPR to introduce ALL Text- Based vocabulary (Word Flip Books, labeled vocabulary words with pictures)
- > Using Visuals and TPR, to assess students understanding of high frequency words.
- > Using BICS and CALP to have ELL Students involved in face to face discussions in order to familiarize themselves with new content vocabulary.
- > Using Think Aloud Strategy to help students formulate responses using word cards.
- > Using bilingual dictionaries to assist with language development.

Using hands on materials to help ELL's practice the art of speaking the English language using the content vocabulary words in their discussions and further understanding the language by having Modeling and demonstrating how to identify the story elements.

For these students ENL/ELA lessons concentrate on Personal Word walls(using word flip books), and the Turn & Talk model.

d.) The long term ELLs receiving more than 7 years of service also are exposed to the following Scaffolded Instruction using Strategies on a daily basis during integrated ENL/ELA instruction time:

- > Using Visuals and TPR to introduce ALL Text- Based vocabulary (Word Flip Books, labeled vocabulary words with pictures)
- > Using Visuals and TPR, to assess students understanding of high frequency words.
- > Using BICS and CALP to have ELL Students involved in face to face discussions in order to familiarize themselves with new content vocabulary.

- Using Think Aloud Strategy to help students formulate responses using word cards.
- Using bilingual dictionaries to assist with language development.

Using hands on materials to help ELL's practice the art of speaking the English language using the content vocabulary words in their discussions and further understanding the language by having Modeling and demonstrating how to identify the story elements.

For these students ENL/ELA lessons concentrate on Personal Word walls(using word flip books), the Turn & Talk model, as well as the Stop, think, and jot technique (during reading discussion questions).

e.) Former ELLs up to two years after exiting ELL status also are exposed to the following Scaffolded Instruction using Strategies on a daily basis during integrated ENL/ELA instruction time:

- Using Visuals and TPR to introduce ALL Text- Based vocabulary (Word Flip Books, labeled vocabulary words with pictures)
- Using Visuals and TPR, to assess students understanding of high frequency words.
- Using BICS and CALP to have ELL Students involved in face to face discussions in order to familiarize themselves with new content vocabulary.
- Using Think Aloud Strategy to help students formulate responses using word cards.
- Using bilingual dictionaries to assist with language development.

Using hands on materials to help ELL's practice the art of speaking the English language using the content vocabulary words in their discussions and further understanding the language by having Modeling and demonstrating how to identify the story elements.

For these students ENL/ELA lessons concentrate on the Protocol, & Questioner discussion techniques in order to enhance ELL fluency.

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.

There are no students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment. If there were, our 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). Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(i) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

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

Teachers of ELL-SWDs use explicit instructional strategies that both access to academic content areas and accelerate English language development by separating tasks into smaller components. Separating tasks, helps students achieve the goal and complete the task. Teachers use strategies to fit the needs of their students to provide access to academic content areas and to accelerate English language development. Teachers assess their students' multiple intelligences to see what kind of learner they are and then teach using strategies to accommodate their students' learning styles. If a child is a visual learner, the teacher will use visuals and graphic organizers to help them understand the content and build English language development. If, a child is a kinesthetic learner, the teacher will use manipulatives for a math lesson to accommodate the child's need for physical learning. Etc. If a child needs help understanding and answering inferential questions, the teachers will practice skills on vocabulary and context so students can better understand and cope with the demands of deep inferential comprehension. Teachers teach their students to make a connection between the text and the outside world, to use prior knowledge to make a connection with the text and their own lives. Teachers will introduce and provide practice with the different genre features so students will be able to identify the conventions that specific genres follow. This will help ELL-SWDs better understand what is being asked of them. For example, to look for the main idea in a nonfiction book, they could look

Chart at the titles and subtitles. Grade level materials are used with teacher support and students build their knowledge until they can use grade level and above materials on their own.

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?

In order to meet the needs of ELL-SWDs, P.S. 269 employs flexibility to teach ELL-SWDs in a least restrictive environment. Therefore, depending on their needs, some ELL-SWDs are pulled out of their regular classrooms into a majority ELL class at the same grade level during ENL instruction. This exposes ELL-SWDs to students who may be more advanced and helpful to the ELL-SWDs. P.S. 269 uses curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment by using a push in model. Students work with the ENL teacher within the classroom to support and refine student understanding with interdisciplinary content. The goal is to keep students in their general education classroom setting as much as possible and to target instruction to build upon student strengths. The students receive ENL services in classrooms that provides intensive support with content that they are struggling with. The teachers address the students' weaknesses by tailoring instruction. Instruction is targeted to build upon strengths and address areas in need of improvement. The students are supported to meet their individual needs. ELL-SWD are also provided with additional language support from the ENL teacher in a pull out setting(stand alone ENL model) to target areas of the speaking, listening, reading, and writing components to meet the students needs.

**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.)	
Chart		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) 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.

**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	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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.

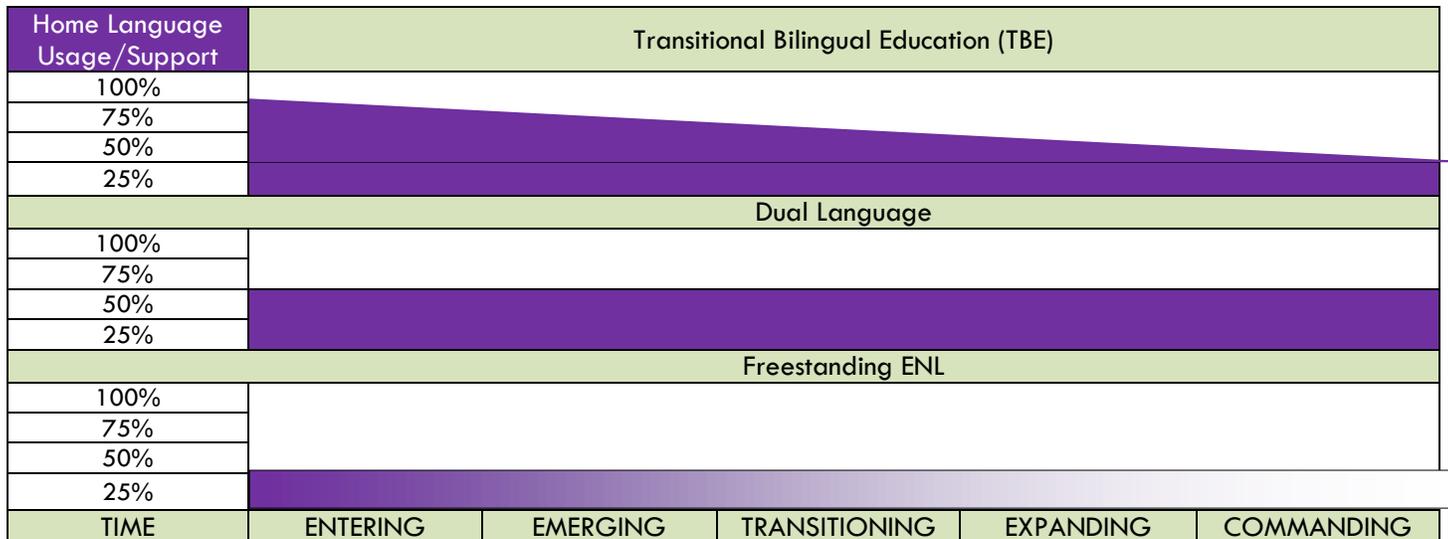


\*Note: “other approved services” does not apply to New York City at this time.

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. ELL students are organized in small groups by their language and literacy proficiency levels as one type of intervention. To cover the entire spectrum of levels, non-ENL teachers also take groups of ELLs for explicit targeted instruction. In addition P.S. 269 uses the i-Ready program to target students based on their individual needs in the reading modality of language acquisition. Finally, teachers use RtI to target groups of students based on their demonstrated needs. Using results from current running records (F&P levels) has identified strategies in need of greater support and are addressed during small group instruction. Using results from the recent MOSL, writing strategies in need of further support are conducted during the guided reading period with the support of the ENL teacher. Lessons, using additional visual resources, are tailored to meet the needs of ELL learners daily with for ELA assistance scaffolded support from both the ENL teacher and the classroom teacher. Conferencing notes are used to guide future planning based on students' needs based on each students' areas of weakness. The success of the ENL program is due to the collaborative efforts of the ENL and the classroom teachers with the goal of helping each ELL meet or exceed New York State and City learning standards. Teachers work together to deliver a balanced approach to literacy as well as to tailor content area instruction, with the appropriate language support, to meet the needs of ELLs. Instruction is designed to differentiate learning since most classrooms are composed of students with different levels of English language proficiency and subject area knowledge. Classroom teachers and the ENL teacher meet to articulate the instructional plan for the week to ensure curricular alignment incorporating the necessary methodology and instructional strategies to present those lessons to the ELLs. Classroom teachers are supportive of and respectful of the cultural differences of their students. They create an environment which values each student's background. Formal and informal assessments are on-going and include portfolios and projects to determine growth towards meeting the standards.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The effectiveness of the ENL program is measured by student growth in all four language components, reading, writing, listening and speaking. ELLs are at grade level or approaching based on the data collected from the Fountas and Pinnell, NYSESLAT, and NYSITELL assessments. The ENL Program is effective based on ELLs' growth in language proficiency levels. Currently the ENL program is working for ELLs based on their progress made so far. Classroom teachers are aware that they are teachers of ELLs and they use second language acquisition strategies, visuals and translations for support. The integrated ENL model combined with use of the stand alone ENL model and the flexibility model ensures a solid level of ELL engagement in language instruction by way of content. This year, more non-ESL certified teachers are becoming exposed to ESL methodologies and training, thus building a core of teachers who are sensitive to the needs of ELLs. As evident in the results of the 2013-2014 NYSESLAT, the vast majority of ELLs ascended to the next level of ESL proficiency. About 15% scored proficient. This year, P.S. 269 also employs targeted intervention for different sub-groups, which should further improve the ELLs' performance at the end of the year.
12. What new programs or improvements will be considered for the upcoming school year?

ELL students who enroll at the beginning of the school year join CAMBA and BEACON programs during the summer. These programs allow students to become exposed to their new setting and pair up with other native speakers who are at higher levels of proficiency in English while promoting sociable language. During the school year, new ELLs are offered intervention in basic language skills and decoding during the Title III morning program.
13. What programs/services for ELLs will be discontinued and why?

At this time, all the current improvements of the ENL program at P.S. 269 have been shown to make a difference. They will be continued in the following years. Currently, There aren't any programs for ELLs that will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

In order for ELLs to have equal access to all school programs, parents are notified in both English and their native language informing them about the benefits of various school programs. P.S. 269 is the setting for the BEACON and CAMBA programs, but also has a Title III morning program for ELLs, which the vast majority of ELLs joins. All of the ELLs at P.S. 269, current and former ELLs are also invited to participate in all of the activities during the school day and after school.
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.

Technology is a main component for supporting ELLs. Smart Boards are used extensively throughout the school to afford students immediate access to visuals, oral delivery of information, and graphic organization. Smart Boards allow teachers to demonstrate the topic they are teaching about through visuals, videos, and Google translate. The ENL teacher also helps other teachers locate various websites for ELLs to help them with specific topics and areas they individually need help with in vocabulary expansion, phonics, grammar, sentence structure, etc. In addition, ENL classrooms use NYSESLAT materials to scaffold and frame instruction for ELLs. To further ensure that the needs of these ELLs are being met, the role of technology as a resource for instruction will be implemented. Students can engage in individualized instruction to meet their specific needs. Research in second language acquisition (Krashen, 1989) has clearly suggested the need of comprehensible input in order for second language learning to take place. Computers utilize a multi-sensory collection of text, sound, pictures, video and animation to provide meaningful contexts to facilitate comprehension. Technology can also provide students with language experiences as they move through the various stages

of language acquisition. Beginning with the use of multimedia to provide comprehensible input in the pre-production or silent period, students progress to programs that require limited responses, and in the more advanced stages use their second language as they manipulate technology to complete a task. The school's technology teacher will conduct these classes. All instruction will be in English.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
P.S. 269 now incorporates the integrated co-teaching model, stand alone ENL model, and flexibility ENL model for the various types of ELL classroom settings school-wide. To support ELLs in their native language, paraprofessionals help with executing the strategy of translating for students with little English language skills. ENL teachers and non-ENL teachers of ELLs use basic native language words and phrases as well as native cultural schema to scaffold language and content instruction. In addition, students use English-Native Language dictionaries and have access to native language books in the class. These strategies are great tools and resources to assist with English language learning; it is also essential to teach the ELL students how to operate and navigate with a bilingual dictionary in order to use it properly and provide the best learning outcomes.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
P.S. 269 ensures that all required services and supports correspond to ELLs' ages and grade levels by incorporating differentiation within daily lessons and instructing ELLs with texts that are one reading level above their independent reading levels. This helps to promote growth and progress. Texts are discussed with ELLs to enhance their listening and speaking skills and they answer written questions to enhance their reading and writing abilities. Resources correspond to ELLs' ages and grade levels by instructing not only on grade levels, but also on English proficiency levels in order to help students reach the highest proficient level attainable in their English language development. Materials and activities in guided reading support this goal to help students in reading, writing, listening, and speaking language components.
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).  
ELL students who enroll at the beginning of the school year join CAMBA and BEACON programs during the summer. There, they become exposed to their new setting and pair up with other native speakers who are at higher levels of proficiency in English. During the school year, new ELLs are offered intervention in basic language skills and decoding during the Title III morning program, which is targeted towards the entering and emerging ELLs.
19. What language electives are offered to ELLs?  
N/A
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)?

N/A

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
The ENL teacher meets with general education teachers, who have ELL students in their class rooms, during professional development time and during ENL Inquiry time, to discuss ways to support ELLs in the general classrooms. Topics for the school year include but are not limited to: Comparing ELA and ESL Standards, Using Sheltered English Instruction in the Content Areas, Social and Academic Language, Understanding Levels of Language Proficiency, Academic Rigor for ELLs, Differentiated Instruction, Cultural Awareness, the ELA for ELLs. Classroom teachers apply this knowledge when planning their instruction in order to meet the needs of ELLs in their classes. Special education teachers and para professionals are given opportunities to attend Professional Development on ELLs and they attend when possible. The ENL teacher attends ongoing PDs regarding helping ELLs achieve and plans workshops for teachers to implement ELL strategies to assist ELLs with the Common Core Learning standards. Teachers will implement the new strategies discussed at the workshop and report back to discuss if and how they were beneficial.
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?  
The ENL Teacher attends Professional development in supporting ELLs as they engage in the Common Core Learning Standards provided by the Board of Education whenever possible. This information is shared during common preparation periods or during a turn-key. The ENL teacher attends all ENL Professional development opportunities given by the Brooklyn South ELL Support team, including the most recent PDs, "Understanding ELLs: Reaching educators' hearts and minds". These PDs discussed the new ENL mandates, including the revisions to the CR Part 154, the expectations for the ELL classroom, and the Response to Intervention framework and protocols. All ENL teachers will implement the new strategies discussed at the workshops and report back to discuss if and how they were beneficial.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
The ENL teacher provides support to the staff who assists ELLs as they transition from one school level to another by supplying all information that is given from the school regarding middle school (such as open houses dates and general information about the middle schools) in the parents native language as well as notices in English. The ENL teacher is available to discuss how to research middle schools based on the school's ENL programs to benefit the ELL students with their parents and a translator is also available if need be. The ENL teacher can also contact the ENL teacher from the middle school the child will be attending to discuss the child's progress and goals.
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.  
ENL training is provided with on-going professional development that equals to far more than 7.5 hours during faculty conferences to all staff members as per CR Part 154. The ENL teacher meets with general education teachers, who have ELL students in their class rooms, during professional development time and during ENL Inquiry time, to discuss ways to support ELLs in the general classrooms. The Inquiry protocol technique is used to maintain records. There is always an agenda, an attendance sheet at every inquiry meeting. There is a facilitator, a recorder, a time keeper, and a speaker. Inquiry notes are emailed to the ENL inquiry team and notes are also uploaded on google docs for administration to view. More professional development, including intervisitations to other schools with ELL programs, will be offered as per administration.

### 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?

Parents are invited to attend meeting with ENL teachers and non-ENL teachers of ELLs throughout the year to share progress and concerns both at school and at home. In addition, the school invites parents to workshops on the following topics: learning about middle school, how to fill out the middle school application, how to help children succeed, how to help children with their homework, and what changes parents would like to see in the school. Parents are invited to attend these meetings through letters written in both English and native languages.

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.

The ENL teacher keeps a parent-contact binder that includes all agendas, sign-in sheets, parent letters, and attempted/successful contacts made with ELL parents. P.S. 269 also partners with CAMBA to provide services to ELL parents. CAMBA works to build a community of parents to where they include and invite parents of ELLs to school events. Camba's philosophy states that when the school and the community become one, children are more rooted in their education and perform better in school. Camba provides various sorts of activities for ELL parents, such as cooking, music, and theater performances where parents and students work together with staff on a common task.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. P.S. 269 has an active parent association that works with the school and other parents. Parents' needs are evaluated through the ENL teacher who assesses the Home Language Surveys to predict the native language the parents speak, along with conversations over the phone or in person at parent-teacher meetings in September. Translators are available if parents need them to communicate effectively. Parents are asked through DOE materials if interpreters are needed. Resources are provided for them on the DOE website and teachers direct parents to the proper websites that contain the information the parents are looking for. The school evaluates the needs of the parents both formally through surveys and questionnaires and informally through conversations between school personnel and teachers. The parent coordinator Ms. Oakley takes the lead role in ascertaining the needs of the parents. The parent coordinator is the mediator between administration and parents. She keeps parents informed about policies in the school and in the Department of Education. Ms. Oakley provides an open and welcoming environment for parents to visit and join. Ms. Oakley partners with native speaking staff and parents to translate when needed. At P.S. 269, parental participation is valued and on-going. Research has shown when parents are active participants in their children's academic lives, the achievement of English Language Learners improves. The parental involvement activities our school offers monthly Parent Association Meetings where the needs of the parents are addressed. Notices are sent home in the parents' native languages as per the Language Translation and Interpretation funding. At the beginning of the school year, parents are invited to meet with their children's teachers to discuss the rigorous curriculum, address the Standards and the school's expectations for high achievement for all. The ENL teacher also conducts on-going meetings for parents of ELLs during the course of the school year. Translators are available in the school building during the course of the school day when needed.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Partnerships with other Community Based Organizations provided by the NYC DOE services are available to ELL parents. Notices of availability of free adult education classes are posted in the main lobby of the school. These notices are to inform parents about the free English classes that are available through the Office of Adult and Continuing Education NYCDOE. These notices provide the parents with locations, telephone numbers, addresses and the organization's website.

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

P.S. 269 works with a committee of parents on behalf of school's parents to address such needs as scheduling, instructional needs of the students, and creating a community that works hand in hand with our school. The Parents Preferred Language Form has been given out to every parent of the school in the past, to try to meet the language needs of all of the parents. The parent coordinator evaluates the parents' needs by attending all of the Parent Meetings. Ms. Oakley listens to the Parents' requests and, together with our Administration and Staff, an ongoing line of communication is developed. Whenever the Parent Association is meeting, there is a topic addressed that is timely and of importance to our Parents. Middle School process is addressed in January for our fifth grade parents. Whenever an interpreter is required, we are sure to meet those needs. The Parent Survey is also an important tool to utilize. Our Chancellor has recently sent out a Release entitled "Partnering with Parents" which has been an excellent guideline.

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

Our schools parent involvement activities address the needs of the parents because we provide a friendly, welcoming, and positive school environment. Our parents at P.S. 269 respond well to this type of welcoming atmosphere. Our staff has varied events when

we invite parents to come into the individual classrooms to share in Class Projects. Also, at the beginning of the school year, parents are invited to meet with their children's teachers to discuss the rigorous curriculum, address the Standards and the school's expectations for high achievement for all. The ENL teacher also conducts on-going meetings for parents of ELLs during the course of the school year. Translators are available in the school building during the course of the school day when needed. Our principal maintains an open-door policy to parents at all times.

#### **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.

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

School Name: **P.S. 269 The Nostrand School**

School DBN: **22K269**

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)
Jazmine Santiago	Principal		
Christine Kenny	Assistant Principal		
Desire Oakley	Parent Coordinator		
Margaret Fico	ENL/Bilingual Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	School Counselor		
Julia Bove	Superintendent		
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

**2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN**

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

**DBN:**            **School Name:**  
**Superintendent:**

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

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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.

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.

**Part B: Creating a Communications Calendar**

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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.)

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.

### **Part C: Providing Language Assistance Services**

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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.

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.

### **Part D: Training Staff on Policies and Procedures**

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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.)

### **Part E: Providing Notice of Language Assistance Services**

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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

**Part F: Monitoring and Quality Control**

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