

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

30Q069

School Name:

P.S. 069 JACKSON HEIGHTS

Principal:

MARTHA VAZQUEZ

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The Jackson Heights School School Number (DBN): 30Q069
Grades Served: PreK to 5
School Address: 77-02 37th Avenue, Jackson Heights, N.Y. 11372
Phone Number: 718-424-7700 Fax: 718-458-6567
School Contact Person: Martha G. Vazquez Email Address: MVazque11@schools.nyc.gov
Principal: Martha G. Vazquez
UFT Chapter Leader: Deborah Strack Cregan
Parents' Association President: Nora Bibb
SLT Chairperson: Deborah Strack Cregan
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Diana Saguier
Student Representative(s): n/a
n/a

District Information

District: 30 Superintendent: Dr. Philip A. Composto
28-11 Queens Plaza North, 5th Fl.
Superintendent's Office Address: Long Island City, NY 11101
Superintendent's Email Address: PCompos@schools.nyc.gov
Phone Number: 718 391 8323 Fax: 718-391-6147

Borough Field Support Center (BFSC)

BFSC: Queens North Director: Lawrence Pendergast
Director's Office Address: 28-11 Queens Plaza North, Long Island City, N.Y. 11101
Director's Email Address: lpender@schools.nyc.gov
Phone Number: 718-391-8222 Fax: 718-391-8320

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)
Martha G. Vazquez	*Principal or Designee	
Deborah Strack Cregan	*UFT Chapter Leader or Designee	
Nora Bibb	*PA/PTA President or Designated Co-President	
n/a	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
n/a	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
n/a	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
n/a	CBO Representative, if applicable	
Paul Alper	Teacher	
Suzanne DiPaola	Parent	
Alexander Gelfand	Parent	
Nancy Hill	Teacher	
Kenneth Hughes	Teacher	
Danny Katch	Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Thara Madathody	Parent	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

The Six Elements of the Framework for Great Schools

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

P.S. 69Q has a large multicultural student and parent population and is proud and celebrates its diversity. Our current enrollment is 1,095 students of whom approximately 42% are Hispanic/Latino, 47% are Asian, 9% are white, and 1% Black or African American. 18% of our students are Limited English Proficient, and 9% are Students with Disabilities. There are 24 languages represented in the school. We are a magnet school for Cultural and Performing Arts and have also adopted the schoolwide enrichment model, currently in its ninth year of implementation. Many of our students and their families are first generation immigrants from all corners of the world. This represents a challenge as most of our students have learned English as a new language at some point in their lives and we continue to address vocabulary development throughout their school years. As a school community, we are committed to embracing and celebrating the richness of these cultures and their arts experiences while acknowledging our cultural differences. This is reflected in our mission and vision statements:

P.S. 69Q VISION

The vision of PS 69, a global school community is, with parental support, to prepare students for college, career and lifelong learning while embracing cultural awareness, tolerance, respect and civic responsibility in a safe, healthy and collaborative environment.

P.S. 69Q MISSION

The mission of the PS 69 community is to provide rigorous and comprehensive instruction that promotes critical thinking and initiative. Our goal is to enable all students to reach their full potential by learning today for the challenges of tomorrow.

We offer many opportunities to students to participate in activities that appeal and engage students in their interest areas. Through residencies and enrichment clusters, students are exposed and participate in rich educational opportunities through music and the arts. These experiences infuse high end learning for all students and engage high ability students who need continuous challenge. Enrichment activities encourage creativity, develop thinking skills, and promote cooperativeness, as well as expand their knowledge base, thus motivating and contributing to a positive school environment. Every student in our school receives music instruction as part of their weekly program. Our EaGLE (Early Grade Literacy Enrichment) program provides theme based literacy focused cycles of enrichment to our Kindergarten and first grade students. Our Grade 2 students participate in magnet related enrichment clusters in the spring, and our fourth and fifth grades engage in intergrade cycles of enrichment of their choice. Grade 3 will be partnered with artists from City Lore to explore the art, music and dances of the Americas. City Lore will also lead visual arts and dance residency programs for our Grade 2 students while providing additional visual arts residencies for select Grade 4 classes. This coming year P.S. 69Q plans to continue our successful partnerships with City Lore, Dancing Classrooms, The New Victory Theater, Inside Broadway and Jazz at Lincoln Center to bring the arts directly to our students. This will ensure that all of our students will receive several enrichment experiences throughout the school year. For many of our English Language Learners and Students With Disabilities these specific student groups gain self-esteem, confidence and acceptance by their peers through their participation and successful involvement in the arts. We have seen time and time again, success in the arts translates into student achievement, a strong sense of fulfillment and even a faster acquisition of language skills for our ELL and FELL students, and a building of background knowledge for our Students with Disabilities.

Social emotional development is addressed through our Character Education Program, the Word of the Month, and Words of Wisdom. Students participate in "Bully Awareness Week", "No-Name Calling Week", "Respect for All Week", "Random Acts of Kindness Week". Teacher and staff implement common sense, logical, realistic and age appropriate alternative disciplinary strategies as a preventative approach, teaching character and social lessons through literature and specialized lessons, both in the classroom and school wide and using positive reinforcement strategies to encourage appropriate behavior with a goal of developing positive character traits and confidence to improve academic performance. We have been recognized as a Respect for All School this year!

The element of Trust in the Framework for Great Schools is indicative of most growth. Our parents, teachers, and administration work together as partners in the education of our children which is essential to the success of our students.

For the upcoming year, our key areas of focus are around Rigorous Instruction to encompass providing differentiated instruction, using tasks with multiple entry points to meet the needs of all learners, including SWD, ELLs, and higher performing students. In addition, to strengthen our assessment practices, we will also focus on using facilitative questions to guide students and rubrics for students to use to guide their own learning.

We are proud of the successful collaborate community of students, teachers, staff, parents and families that we have created at P.S. 69Q.

30Q069 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	1157	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
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	62.3%	% Attendance Rate		95.8%
% Free Lunch	56.5%	% Reduced Lunch		2.6%
% Limited English Proficient	17.7%	% Students with Disabilities		8.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.4%	% Black or African American		0.6%
% Hispanic or Latino	40.9%	% Asian or Native Hawaiian/Pacific Islander		48.9%
% White	8.8%	% Multi-Racial		0.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	11.34	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)		8.31
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	48.4%	Mathematics Performance at levels 3 & 4		52.8%
Science Performance at levels 3 & 4 (4th Grade)	94.6%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		YES
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

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

An analysis of all third grade student performance data on state assessments shows an 11% increase from 2014 to 2015 in levels 1 and 2 third grade students in the ELA State Exam. This represents 58% of all third grade students performing at levels 1 and 2 in the ELA State Exam. This includes 56% of General Education Students, 82% of SWD performing at levels 1 and 2, and 100% of third grade ELLs performing at levels 1 or 2 in the ELA.

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, the number of grade 3 students, including ELLs and SWD, performing at levels 3 and 4 as measured by the NYS Common Core ELA Exam will increase by 3%..

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Professional development will be provided on the topics of reading informational texts and the use of formative assessments to guide instruction and individualize instruction.</p>	<p>Grades 2 and 3, teachers cluster teachers, Reading Specialist</p>	<p>September 2015 through May 2016</p>	<p>Assistant Principals, Principal, Reading Specialist</p>
<p>Study groups as a professional learning tool to support the ongoing implementation of differentiated instruction strategies as a continuation of the PD already received (4/13/15).</p>	<p>All grade level teachers, cluster teachers, Reading, ENL teachers</p>	<p>November 1025 to May 2016</p>	<p>Assistant Principals, Principal, Literacy Coach, Enrichment Specialist</p>
<p>Continue to implement CCLS curriculum with an emphasis on building on instructional gaps in areas such as craft and structure.</p>	<p>Grades 3 teachers, Reading Specialist, ENL and Special Education teachers</p>	<p>September 2015 through May 2016</p>	<p>Principal, Assistant Principals, Literacy Coach</p>
<p>Teachers will use student data, including item analysis, student work and assessments, to plan and differentiate instruction.</p>	<p>Grades 3 teachers</p>	<p>September 2015 through May 2016</p>	<p>Assistant Principals and Principal, Data Specialist</p>
<p>Teachers will incorporate technology, including video clips and the use of interactive white boards to facilitate access to the curriculum and encourage student engagement.</p>	<p>Grade 3 Classroom teachers, cluster teachers</p>	<p>September 2015 through May 2016</p>	<p>Principal, Assistant Principals, Technology Teacher</p>
<p>Grade level teacher teams engaged in looking at data and collaborating on instructional strategies through cycles of learning.</p>	<p>All grade level teacher teams; cluster teachers, ENL push-in</p>	<p>September 2015 through May 1016</p>	<p>Principal, Assistant Principals, Data Specialist.</p>

	teachers, Reading Specialist		
RTI support (Tiers 1 and 2) using iReady for SWD and ELLs.	Grades 3 teachers; Reading push-in.	September 2015 through May 2016	Assistant Principals and Principal, Reading Specialist, Rtl teacher, Special Education Teachers, ENL Teachers, ENL push-in teachers, paraprofessionals
After school support for at risk grade 3 students with a component in test taking skills.	Grade 3 at risk students	November 2015 through April 2016	Grade 3 teachers, ENL teachers, Assistant Principals, Principal
After school support for ELL students through Title III supplemental program.	Grades 3 ENL teachers; ENL push-in teachers Grade 3 ELL students	November 2015 to April 2016	Assistant Principals and Principal, ENL teachers.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Reading Specialist to support teaching practices; • Assistant Principal and Principal to schedule additional time as needed; . Rtl teacher to support classroom teachers and students at Tier III. • Provide teachers with differentiation techniques and formative assessments as a resource to incorporate in their language arts lessons; • Supplemental curricular materials for students • Data Specialist to support data analysis 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By January 2016, grades 3 teachers will have used at least two tools of their choice for formative assessment during instruction in order to adjust instruction.; the February TCRWP assessment to determine if students have made progress in reading, and in December 2015, teachers will also use rubrics to score student responses to an on-demand writing used as an evaluative mid -year assessment in writing.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

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.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

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

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

Part 1 – Needs Assessment

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

The 2014 Quality Review and PPO results indicate a need for consistency across our classrooms, in providing differentiated instruction and using tasks with multiple entry points to meet the needs of all learners, including SWD, ELLs, and higher performing students. In addition, to strengthen our assessment practices, these reviews recommend the use of facilitative questions to guide students and rubrics for students to use to guide their own 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–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, there will be an increase of at least 4% (percentage) points in the Collaborative Teachers element score of the Framework for Great Schools.

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Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Our grade level literacy team leaders and Professional Learning Committee/Inquiry team leaders will facilitate monthly meetings for teachers on the grade and lead the collaborative planning process with a focus on differentiation, multiple entry points, the development of rubrics and checklists in reading and writing.</p>	<p>, SWD, high performing students</p>	<p>September 2015 through June 2016</p>	<p>Grade level literacy leaders , Inquiry Teams, Assistant Principals, Principal.</p>
<p>After grade level unit planning, teachers will refine instruction using differentiation and entry points for their students for each of their reading and writing lessons using ‘Tiered Assignments’ and “Cubing’ strategies.</p>	<p>ENL, SWD, high performing students</p>	<p>September 2015 through June 2016</p>	<p>Grade level literacy leaders , Assistant Principals, Principal.</p>
<p>Grade level Assistant Principals and Principal will ensure that common planning time is scheduled in the teacher’s weekly programs.</p>	<p>Grade level teacher teams.</p>	<p>September 2015 through June 2016</p>	<p>Assistant Principals, Principal.</p>
<p>Grade level teachers will participate in the 2015-2016 TCRWP Professional Development Days for Units of Study in Writing and turnkey new information with a special focus on writing checklists and rubrics.</p>	<p>Grade level literacy leaders.</p>	<p>Grade K – September, October, December, February.</p> <p>Grade 1 - September, October, January, February.</p> <p>Grade 2 – September, October, January, April.</p> <p>Grade 3 – September, October, November, January.</p>	<p>Assistant Principals, Principal.</p>

		Grade 4 – September, October, December, January.	
		Grade 5 – September, October, December, March.	
Teacher teams will engage in collaborative Professional Learning cycles on differentiation and formative assessments	Teacher Teams at each grade level; cluster teachers.	October 2015 through May 2016	Principal, Assistant Principals, Literacy Coach, SEM Specialist
Teacher teams will engage in peer coaching, feedback and reflection, focusing on differentiation and formative assessments.	Teacher Teams at each grade level; cluster teachers	November 2015 through April 2016	Principal, Assistant Principals, Literacy Coach, SEM Specialist
Teacher Teams will engage in interclass visitations and review their low inference transcripts with a focus on types of questions asked, methods of differentiation used, and instructional strategies implemented.	Teacher teams at each grade level, cluster teachers	November 2015 through April 2016	Principal, Assistant Principals, Literacy Coach, SEM Specialist

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • 1 Literacy Coach supports teacher practices • 24 Per Diem days to hire substitutes to cover classes so that the classroom teacher can attend Conference Days at TCRWP. • 1 additional prep period for grades 3, 4, and 5 level teachers who will facilitate the literacy planning • Curricular materials from TCRWP for teachers on the grade (i.e., Writing Pathways) • 72 hours of per session for planning, curriculum development, data analysis, etc. 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A	X	Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By January, 2016 grade level teachers and science teachers will have collaboratively developed at least 2 reading and writing units of study that have evidence of differentiation, multiple entry points, and student friendly rubrics to meet the needs of all learners, including SWD and ELLs.

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

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

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

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • 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.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

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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.

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.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Reading below level 2 on benchmark reading levels/assessments.	Individual or small group strategy lessons based on identified needs.	Small group instruction delivered by Reading Push-in teacher to all level 1 and low level 2 third grade students as well as on flexible duration based on need. One Enrichment/Intervention teacher and paraprofessional provides cycles of instruction to K and 1 students in literacy.	Services are provided during the school day, during the literacy periods. Enrichment/ Intervention cycles are provided during the day.
Mathematics	Performing below grade level on assessments.	Individual or small group strategy lessons/ conferences based on identified needs.	Small group instruction delivered by Classroom teachers during the math periods to level 1 and 2 students as well as on flexible duration based on need, to grades 3,4,5 students. ESL push in teachers push in to grade 3 classrooms during their available periods.	Services are provided during the school day, during the math periods .
Science	Performing below grade level on assessments.	Differentiated instruction based on student's needs.	Small group instruction provided by classroom teacher during the science period. Technology	Services are provided during the school day, during the science periods.

		Technology based instruction at the student's level.	based programs to individualize instruction. ELL students may have the services of an ESL push-in teacher to provide small group instruction with ESL strategies.	
Social Studies	Performing below grade level on assessments.	Differentiated instruction based on student's needs, including hands-on investigation.	Small group instruction provided by classroom teacher during the social studies period.	Services are provided during the school day, during the social Studies periods
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Family history that impacts school performance (e.g., violence, divorce, illness, etc.); history of difficulty adjusting and complying with school rules. Poor attendance and/or punctuality record.	Individual or group counseling as needed.	Guidance Counselor provides services for students on individual basis and forms groups based on commonalities. Guidance Counselor also plans and conducts schoolwide prevention activities in topics related to Respect For All initiatives, Character Education, etc. SAPIS counselor provides services for students at risk in small group. At risk services provided by School Nurse on an individual basis, as	Services are provided during the school day.

			<p>needed. School nurse also schedules two groups of students for a cycle each to address asthma education. In addition, Healthy Options Program is provided depending on the recommendations of FitnessGram assessment.</p> <p>At risk counseling services provides</p> <p>on an individual basis by school</p> <p>Psychologist and Social Worker.</p>	
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>As needed, we recruit highly qualified teachers through reviewing resumes received in response to open posted vacancies which are reviewed by a personnel committee. We also receive resumes throughout the year and review them as vacancies open. In addition, we review resources such as New Teacher Finder and seek out candidates whose credentials indicate that they are highly qualified. Administrative staff is also aware of hiring fairs to identify highly qualified teachers. P.S. 69 attracts many applicants due to its special academic programs which include enrichment clusters, cultural studies, arts, and technology, as well as professional development opportunities and support offered to our teachers. In addition, mentors, grade leaders, and buddy teachers are assigned to support new teachers, teachers new to a grade, and/or teachers in need of support. Literacy Coach provides instructional support and professional development on an ongoing basis to teachers and to individual teachers as needed. This includes modeling instructional best practices, mentoring, and demonstration lessons to improve instruction. Teachers also attend professional learning provided by the DOE as well as our Support Center.</p>

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • Professional Learning Team meets monthly to plan high quality professional learning for all teachers and paraprofessionals. • Teacher surveys inform differentiated professional learning opportunities based on teacher/paraprofessional's areas of interest. • Advance data and observations inform professional learning opportunities. • School leaders participate in professional learning at the school as well as provided by support center. • Principal will attend three Conference Days at TCRWP for Units of Study in Writing. • A teacher at each grade level will attend four Conference Days at TCRWP for Units of Study in Writing and turnkey to the teachers on their grade.

- Music and Art Cluster teachers will attend related Professional Development provided by the DOE.
- Literacy Coach will attend the sessions of professional learning offered by the DOE and/or Support Center related to curriculum, DOK, student feedback.
- K to 5 teachers will participate in the curriculum development and planning related to ReadyGen units of study
- Teacher teams will focus on planning lessons and units and strengthening teaching practice.

School administrators will provide support to teachers through frequent classroom visits, actionable feedback, coaching, and professional learning aligned to Danielson’s Framework for Teaching, the Common Core, and other content standards.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

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

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

Kindergarten teachers, Principal, Assistant Principals, and Parent Coordinator, meet with all parents and students who are entering Kindergarten for the upcoming school year. The parents are given a tour of the school by the Parent Coordinator, Assistant Principal, Social Worker, School Psychologist, Guidance Counselor, and teachers. PreK Social Worker offers parent workshops to the incoming parents on the prerequisite skills needed to enter kindergarten, the transition to Kindergarten, and the CCLS. The IEP teacher meets with all incoming special education parents during registration to ensure that services will be provided from the first day of school.

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.

Classroom teachers devised a task for each writing unit of study to be able to assess all students' strengths and weaknesses within the writing CCLS. The teachers also decided to use the Teachers College Writing Continuum to assess the student's On Demand writing as well as the final task to close the gaps within the individual student's learning. K to grade 2 Literacy Coach provides the professional development for the use of the Writing Continuum.

Classroom teachers devised a task for each critical area in math to be able to assess all students' strengths and weaknesses within the math CCLS. These critical areas enable the teachers to close the gaps within the individual student's learning

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for 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	437,734.00	x	Sec. 5, Part 3
Title II, Part A	Federal	150,527.00	x	Sec. 5, Part 3
Title III, Part A	Federal	25,120.00	x	Sec.. 5, Part 3
Title III, Immigrant	Federal	0	n/a	n/a
Tax Levy (FSF)	Local	4,937,788.00	x	Sec. 5, Part 3

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP)

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC)

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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: <u>The Jackson Heights School</u>	DBN: <u>30Q069</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>80</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
of certified ESL/Bilingual teachers: <u>4</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: P.S. 69's Title III program will provide our English Language Learners with supplemental instruction in English, through an after school program. The instructional program will service ELLs in grades 2 to 5 who scored on the beginning, intermediate, and/or advanced levels, in that priority order, on the NYSESLAT and include any ELL with interrupted formal education. The after school classes will meet for 37 sessions after the school day ends, on Wednesdays and Thursdays, from 2:45p.m. to 4:30 p.m. (1.75 hours) beginning on November 19th and end ending on April 30th, 2015. Approximately 80 ELL students will be in small classes of no more than 20 students per class to ensure that students will get individualized attention to meet their needs. The focus of literacy instruction will be on reading and writing to accelerate English language literacy development and prepare students for success in the academic setting as well as succeed in the state assessments. Four (4) certified ESL teachers will provide supplemental instruction in alignment with the literacy curriculum using ESL methodologies to help students achieve higher levels of academic development. A supervisor/administrator will be paid per session to oversee the program as 30Q069 will not be conducting any other after school programs during this time.

Supplemental materials will be used as follows:

Continental's NY ELLs for grades 2, 3, and 5 which addresses the speaking, listening, reading, and writing language domains and focus on academic content and items for the Common Core's emphasis on reading for information.

Getting Ready for the NYSESLAT for grade 4, which addresses speaking, listening, reading including short passages for comprehension, and writing descriptive paragraphs and fact-based essays.

Mathletics (all Title III students) which is an online resource with CCLS aligned content and individualized support to build concept mastery in mathematics.

Step by Step Language Skills which provides a slower pace of instruction or additional practice with language skills and allows students to gradually move from language activities that are speech-centered and important for reading to the essentials of writing.

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: We have determined that the writing skills of many ESL students need to be developed. A series of three workshops will focus on the process of writing in a range of genres and strategies and ideas to make the writing process explicit to ELLs. P.S. 69's professional development for Title III teachers will also include two (2) after school workshops focused on reading strategies for ELL studnets. The workshops will be "Reading Strategies to Support Beginner ELLs, Part I and Part II" which will focus on helping ELLs succeed in school by teaching ELLs to read using Shared Reading with carefully selected and/or prepared enlarged texts and demonstrating key concepts as well as following up with books on the students reading level; developing and building up a sight word vocabulary which gives many advantanges to ESL learners since many of the sight words on Dolch's lists not only occur

Part C: Professional Development

frequently in children's stories, but also in daily conversations; teaching letter-sound relationships to provide a good foundation between spoken and written English; and a workshop on developing fluency through structured language practice strategies in the classroom to ensure that second language learners have enough oral practice to begin using the language they've been taught (workshop title is "Challenges and Strategies to Improve Reading Fluency for ELLs". One (1) additional workshop, "Building Mathematics Vocabulary," will address mathematics and developing mathematics specific academic vocabulary (content vocabulary). The four (4) participating teachers will be paid training rate for each two hour session which will be conducted on Fridays, from 2:40 p.m. to 4:40 p.m., before and during the Title III program (first one will be the week of November 10th, the second the week of November 17th, and the remaining workshops two per month in December and January). Each workshop will be two (2) hours in duration and will be facilitated by one of our ESL Push-in Teachers (Ms. I. Vavro, Ms. H. Zias, and/or Ms. D. Xu).

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: _____ In order to expose parents of ELLs to community activities and opportunities in the community, 10% of the Title III budget (\$2,616) have been set aside for parent involvement activities. The parent and community involvement will focus on a parent and child trip to a baseball game in the spring. A baseball game is a cultural lesson in America's favorite pastime and this type of activity may just be the thing that gets students interested in learning English as well as be something that they will remember for a long time. A Friday evening or Saturday trip will be planned in spring (April or May) to CitiField for 50 parents and their children accompanied by three (3) teachers (paid 6 hours per session/teacher) in order to guide small group activities. The trip will be advertised via backpack flyer to ELL students and the flyer will be translated to the parent's home language where possible. This includes train passes for the parent and child to cover the transportation and a \$5.00 voucher for food/snack. This will support student learning in relation to our ongoing emphasis on multicultural awareness and celebration. In addition, parents of ESL students will be invited to a Mathematics workshop, "How to Support Your Child in Math" This workshop will be conducted in January, on a Wednesday or Thursday, from 2:45 to 4:30 p.m. Ms. Vavro, ESL Teacher, will be the workshop facilitator. Interpreters will be available to address the parent's language needs, and will teach parents about resources that encourage students, address the mathematics strands, and recommends a work plan and activities for each student, targeting specific curriculum outcomes as well as track improvement.

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)	_____	_____

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"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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 30	Borough Queens	School Number 069
School Name P.S. 69, THE JACKSON HEIGHTS SCHOOL		

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 Martha Vazquez	Assistant Principal JoAnn Lyons, I.A.
Coach Sandra Valdivia	Coach n/a
ENL (English as a New Language)/Bilingual Teacher I.Vavro	School Counselor J.Ferrara
Teacher/Subject Area D. Xu	Parent Azmeri Rahaman
Teacher/Subject Area H. Zias/ENL	Parent Coordinator M.Mrazovic
Related-Service Provider Z. Mejia	Borough Field Support Center Staff Member Gary Goldenback
Superintendent Dr. P. Composto	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	9	Number of certified bilingual teachers not currently teaching in a bilingual program	2	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	2
Number of certified ENL teachers not currently teaching in the ENL program	1	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]	6	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	1030	Total number of ELLs	188	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 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 #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	188	Newcomers (ELLs receiving service 0-3 years)	179	ELL Students with Disabilities	21
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	9	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	179	0	17	9	0	4	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 4

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____

Number of students who speak three or more languages: _____

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	22	18	13	15	7	9								0
Chinese	0	3	1	0	0	0								0
Russian	0	0	0	0	1	0								0
Bengali	13	14	12	5	6	12								0
Urdu	1	6	2	0	3	1								0
Arabic	0	0	0	0	0	0								0
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	1								0
Polish	1	0	1	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other	6	6	2	4	2	1								0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	2	4	5	3	3	3								0
Emerging (Low Intermediate)	1	6	2	4	2	1								0
Transitioning (High Intermediate)	7	2	3	4	0	0								0
Expanding (Advanced)	34	19	14	8	19	15								0
Commanding (Proficient)	17	19	17	2	9	15								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		17	19	40	22	240								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	8	5	0	0	0
4	8	7	3	0	0
5	15	15	1	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	8	1	5	1	4	0	0	0	0
4	4	0	13	1	5	1	2	1	0
5	15	0	11	3	3	2	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			3	2	12	0	7	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.
 Our school uses the NYSITELL and NYSESLAT scores, NYC Performance Assessments, ReadyGen and Go Math units of study, TCRWP, Wilson Reading Foundations, and teacher classroom assessments and observations to assess the early literacy skills of our ELL students. Approximately 34 percent (%) of our 2014-2015 ELL population reached proficiency on the Spring 2015 NYSESLAT. The percentage of proficient ELLs is lower/70% than previous years. We attribute this decline in students reaching proficiency due to the examination changes that align with the CCLS, which includes more rigorous content and academic language on the test than previous years. The majority of our ELLs fall within the Expanding level of proficiency. This data has helped inform our school's instructional plan by adopting ReadyGen to meet the rigor expected in following the CCLS, as well as providing Tier 1 and Tier 2 interventions, differentiated instruction, and small group instruction to help our ELLs close the gap in reaching grade level standards and proficiency on the NYSESLAT.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Data patterns across proficiency levels
 After examining the Spring 2015 NYSESLAT results in the overall proficiency levels, we have noted the following pattern:
 - approximately 34% of our 2014-2015 ELL population who took the Spring 2015 NYSESLAT reached proficiency (commanding)
 - approximately 52% of our 2014-2015 ELLs who took the Spring 2015 NYSESLAT are at the expanding level
 - 6% of our 2014-2015 ELLs who took the Spring 2015 NYSESLAT are at the transitioning level
 - 8% of our 2014-2015 ELLs who took the Spring 2015 NYSESLAT are at the entering/emerging level
 Percentage of Kindergarten ELL students by proficiency level:
 Commanding: 28%
 Expanding: 68%
 Transitioning: 2%
 Entering/Emerging: 2%

 Percentage of First Grade ELL students by proficiency level:

Commanding: 40%

Expanding: 44%

Transitioning: 8%

Entering/Emerging 8%

Percentage of Second Grade ELL students by proficiency level:

Commanding: 44%

Expanding: 41%

Transitioning: 5%

Entering/Emerging: 10%

Percentage of Third Grade ELL students by proficiency level:

Commanding: 10%

Expanding: 57%

Transitioning: 19%

Entering/Emerging: 14%

Percentage of Fourth Grade ELL students by proficiency level:

Commanding: 27%

Expanding: 58%

Transitioning: 6%

Entering/Emerging: 9%

Percentage of Fifth Grade ELL students by proficiency level:

Commanding: 44%

Expanding: 44%

Transitioning: 3%

Entering/Emerging: 9%

Approximately 34% of our 2014-2015 ELL population reached proficiency on the Spring 2015 NYSESLAT. The majority of the ELLs who reached proficiency were in the second and fifth Grade. The majority of our ELLs, almost half of our ELL population, are at the Expanding level. We attribute this success to effective classroom teaching, differentiated instruction, and careful instructional planning based on data analysis. We also credit this positive outcome to the majority of these ELL students' participation in supplemental ENL after-school enrichment classes. This additional learning in their school day helped these ELLs to progress at a more rapid rate in learning English language skills.

The percentage of ELLs who were at the beginning and intermediate stages are mainly ELLs who are newcomers or struggling students. To help increase their proficiency for 2015-16, we will provide these students with RTI or AIS, and afterschool program support.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Our school meets the AMAOs. We use the AMAO information to inform our efforts and planning in order to improve educational outcomes for our ELLs. This data also facilitates properly identifying ELL students and planning services and programs to address their needs. The data reveals that our school is meeting the annual increases in the percentage of students attaining English proficiency.

4. For each program, answer the following:

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

See number two for student results and patterns across proficiencies and grades on the NYSESLAT. Our school currently has the ENL Freestanding Program only; our ELL students take assessments in the English language and not in their native language. We do provide newcomers with interpreters for NYS Math in grades 3, 4, and 5, and for the Grade 4 Science exams. The exception would be the Spanish LAB assessment. Classroom assessments are given in English.

P.S. 69Q does not use the ELL predictives to assess our ELLs. Instead our school uses the NYC Performance Assessments, Running Records, ReadyGen and GoMath Unit tests, TCRWP, Wilson Reading Foundations, and teacher made tests and observations to measure the progress of our ELLs against prior NYSITELL or NYSESLAT scores.

Also, the data indicates our ELLs made exemplary proficiency gains in closing the achievement gap in ELA and Math on state exams Spring 2015. In addition, analyses indicating strengths and weaknesses for each individual student are distributed to ESL teaching staff grades 3-5 and programming is scheduled to meet mandates and/or other special needs.

Content Area Analysis- ELLs taking exams in English

In comparison to previous years, many of our ELLs in the testing grades did not do as well on the NYS examinations. We believe this decline has to do with the changes in the examination that are now more alligned with the CCLS. Below are the results of these examinations:

New York State Math (Grades 3-5)

Data analysis of New York State Mathematics exam for the 2014-2015 school year indicate that 4% of our ELLs in grades 3-5 scored at level 4, approximately --19% scored at level 3, 42% scored at level 2, and 35% scored at level 1. Approximately 15% of ELLs taking the NYS Mathematics exam in Spring 2015 were newcomers. For those students who are not meeting NY State standards, we will provide Response to Intervention (RTI) services, small group instruction, and offer after test preparation during the after school supplemental program.

New York State English Language Arts (Grades 3-5)

ELLs who entered New York City schools for less than one year are exempt from taking the New York State English Language Arts exam. Of those ELLs in grades 3-5 that did take the exam, none scored at level 4, 6% scored at level 3, approximately 44% scored at level 2, and 50% scored at level 1. For those students who are not meeting NY State standards, we will continue to provide Response to Intervention (RTI) services, use the iReady program, after-school supplemental instruction, and test preparation during the after school program to improve their reading and test taking skills.

New York State Science (Grades 4)

Data analysis of New York State Science exam for the 2014-2015 school year indicate that none of our ELLs scored at level 4, approximately 48% scored at level 3, approximately 20% scored at level 2, and none scored at level 1. Approximately 20% of fourth grade ELLs taking the NYS Science exam in Spring 2015 were newcomers.

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](#).]

PS 69Q uses the following data to guide instruction for ELLs within the RTI framework for grades K-5:

- Lab-R and NYSESLAT scores
- NYS ELA, Math, and Science scores
- NYC Performance Assessments, Fall and Spring
- Units of study assessments related to ReadGEN and Go Math
- Running Records
- Teacher created assessments and observations

The RTI framework that our school uses to guide instruction for our ELLs is a 3 tier approach. The first tier of intervention begins using high quality evidence-based instruction, differentiated instruction, and ELL centered instruction and strategies that provide academic language development and increased proficiency in listening, speaking, reading and writing. If ELL students, who are not newcomers, demonstrate below grade level proficiency on many of the assessment mentioned above, then struggling ELLs will be considered for Tier 2 for more targeted and intensive academic support. If after a period of time a student does not show significant improvement on assessments while on Tier 2, then the ELL student may be recommended for Tier 3 to further tailor instruction related to the language and learning needs of that student.

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

ESL teachers at PS 69Q uses best teaching practices to make content learning more comprehensible for our ELL students. These practices include using the Danielson framework, opportunities to learn grammar through our Skills Building Instruction, providing scaffolded instruction, providing researched-based teaching strategies aligned to each standard, providing strategies for academic language development, and providing strategies that relate to improving listening, speaking, reading and writing skills. At the early stages, beginner students are encouraged to use their first language in reading and writing, if skills are present, to have a smoother transition to learning English as a New Language. Students are also provided with resources such as a bilingual library and glossaries to increase language development in English.

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?

Not Applicable

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

We evaluate our program by looking at the progress achieved by ELLs each year. We look at reading levels as determined by the TCRWP Assessments, NYSESLAT and NYSITELL results. It is noted that most ELLs become proficient and exit the Free Standing ESL Program in 3 years.

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.

At registration, an ESL licensed pedagogogue administers a Home Language Identification Survey (HLIS)—translated in nine languages—to parents to determine what language the child speaks at home. This process also includes an interview in the parents’ home language. School staff who speak Spanish, Bengali, Urdu, and Chinese are available to assist. Once the trained, certified pedagogues collect the HLIS from parents and determine that a language other than English is spoken in a child’s home, the NYSITELL is administered within (10) days of registration. The NYSITELL is scanned on site to ensure timely placement in the appropriate class. Students that score below proficiency on the NYSITELL become eligible for state-mandated services for ELLs. In our school three ESL certified teachers are responsible for conducting the initial screening and administering the HLIS. They administer the NYSITELL if necessary. Students who speak Spanish at home and score below proficiency on the NYSITELL are administered the Spanish LAB by a licensed Spanish-speaking bilingual teacher, to determine language dominance. The grids are scanned on site and the scores appear on the ATS system.

When a new student is registered at our school, the parent/guardian is interviewed by either Ms. Zias, Ms. Vavro, or Ms. Xu, the ESL teachers (Bilingual: Spanish/English and dually certified to teach ESL and Grades 1-6). With the ESL teachers or Assistant Principal and the assistance of an interpreter, if needed, the Home Language Identification Survey (HLIS) is completed in English or in the Parents’ native language, if available. Apart from completing the HLIS, the ESL teacher also conducts an informal interview with the child and then determines the appropriate language code which is then entered into ATS by the Pupil Accounting Secretary. This begins the testing process to determine the student’s language proficiency via the NYSITELL administration.

Within ten days of registration, one of our school’s ESL push-in teachers, using Department of Education guidelines, administers the NYSITELL exam to evaluate the English language proficiency of the student. The student’s eligibility is determined using cut scores provided by the Division of Assessment and Accountability (DAA). If the ESL teacher determines if a student scored below proficiency and requires ENL services, then he/she is placed in the appropriate classroom (ENL or a classroom where ENL push-in services are provided). Students who score at or above proficiency, will be placed in a general education program. If a student is a Spanish speaking ELL, the ENL coordinator will also administer the Spanish LAB. Using DOE timelines, parents are notified of their child’s NYSITEL results by letter in the home language. If the student requires ENL services, the parent is asked to come to a parent orientation session. At the orientation, parents are informed of their options within the New York City public school system to place their child in any one of the three types of ENL programs: Dual Language, Transitional Bilingual Education, and freestanding ENL. In addition, parents are informed on how they are able to transfer their child to a school with a program that might not be available in our school at the time. All information given to the parents is afforded in the home language, when available.

The ENL push-in teachers and administration review and analyze the NYSESLAT scores when they are received to determine performance level in each of the four (4) modalities.

- Student outcomes and analyses indicating strengths and weaknesses for each individual student are distributed to ENL teaching staff K-5 and programming is scheduled to meet mandates and other special needs if needed.
- Periodic Assessments for ELLs are administered and results are tracked to measure progress against prior NYSESLAT scores and toward proficiency.

For Special Education and alternate placement students, the ENL push-in teachers check both the students’ IEP and test history to determine if they are entitled to ENL services. ENL services are provided as per the student’s IEP recommendation. An entitlement letter is then sent to the parent informing them that their child will receive ENL services.

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).

If a student is found to be potentially a SIFE, according to CR Part 154 section 154-2.2(y), the SIFE oral Interview Questionnaire should be administered, followed by the Multilingual Literacy level. For those students whose home languages are Arabic, Bengali, Chinese, Haitian, Creole, or Spanish, administer the Literacy Evaluation for Newcomer SIFE.

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).

A language proficiency team is formed for students entering NYS public schools with an IEP to determine whether the student has language acquisition needs and should take the NYSITELL or whether the student’s disability is the determinant factor affecting whether the student can demonstrate proficiency in English. Districts are required to annually identify ELLs not demonstrating adequate performance and provide additional services aligned to district wide intervention plans.

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.
 Within 5 school days of ELL determination, we inform parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters in the parents' preferred language.
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 orientation meeting, parents are informed that upon receiving a written request within an ELL's first 45 days of enrollment, school districts are required to implement a review process by qualified personnel to determine if a student may have been misidentified. Before a change in ELL determination is final, parental consent, principal and superintendent approval are required.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
 To ensure that parents understand all three (3) program choices (Transitional Bilingual, Dual Language, and Freestanding ENL), they are notified in writing (letter translated in several languages) to attend a parent orientation session as the state requires that ELLs be placed in the appropriate program within ten days of enrollment. At the orientation session, our three licensed push-in ENL teachers conduct a workshop where parents view the Parent Orientation video (which explains the three programs available in 13 languages). Additional school personnel, such as paraprofessionals, who speak the native languages of the parents are available on the site to assist. During the orientation, our school also provides information on standards, curriculum, assessments, and school expectations for ELLs, as well as the program goals and requirements for the programs. They are given time to ask questions and complete the Parent Survey and Program Selection Form, indicating the program they desire. Parent surveys are then reviewed to determine parents' choice for their child. The student is placed in a program based on the parents' preference. If the parent does not return the form within 5 school days, the student must be placed in a bilingual/dual program if there is one at the school. Otherwise, the student is placed in ENL.
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.
 The parent must return the completed and signed form within 5 school days. If the parent does not return the form within 5 school days, the student is placed in a bilingual/dual program if one exists at the school. Otherwise, the student is placed in ENL. In our school we make every effort to reach ELL parents. We do so with one-on-one meetings, phone conversations, during school events such as Writing celebrations, Open School Week and Parent-Teacher Conferences, or at the very least, through informational packets.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
 ENL pedagogues reach parents through one-on-one meetings, phone conversations, accommodating parents' schedules either before or after school, and during school events such as Writing and/or Reading Celebrations, Enrichment Celebrations, Open School Week and Parent-Teacher Conferences, or through informational packets if all other attempts have failed. The initial parent choice is recorded in the ELL Parent Choice Update screen (ELPC) in ATS. After the initial parent choice is documented in EPLC, parents may change their choice at any time by writing to the principal or designee. All subsequent changes to parent choice, after capture of an initial parent choice, can be made on the BNDC screen. If a parent choice is still not obtained after exhausting all of these opportunities, the student is placed into a bilingual/dual program if there is one. Otherwise, the student will be placed in an ENL program. We may not select "Parent did not return the survey" until the 18th school day after initial enrollment.
9. Describe how your school ensures that placement parent notification letters are distributed.
 At P.S. 69, a parent orientation meeting for newly admitted ELLs is held to inform parents of their program choice and to answer questions. The surveys are given out in the home language and school pedagogues or paraprofessionals who speak the native languages, are present to assist. Once the selections are made, the forms are collected and kept on file in the school. At P.S. 69Q we make every effort to reach all ELL parents. ENL pedagogues reach parents through one-on-one meetings, phone conversations, accommodating parents' schedules either before or after school, and during school events such as Writing and/or Reading Celebrations, Enrichment Celebrations, Open School Week and Parent-Teacher Conferences, or through informational packets, if necessary. If a parent choice is still not obtained after exhausting all of these opportunities, the student is placed into an ENL classroom, since the default program for ELLs, Transitional Bilingual Education as per CR Part 154 is not available. Entitlement letters are distributed based on a child's NYSITELL /NYSESLAT score. If the child scores at the Proficient/Commanding level, he/she may exit ELL status. A child may also exit ELL status if the child scores at Advanced/Expanding level on the NYSESLAT and scores a 3+ on a grade 3-8 ELA assessment. Appropriate letters (Proficient or not), are sent to the parents. As required, we will provide at least two years of Former ELL services to support students who exit out of ELL status. Both letters are sent home with a request for a return slip on the bottom and copies of the sent letters are kept on file.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All ELL related documents are kept in the student's cumulative folder. The ESL team also keeps folders that contain the copies of the critical documents by grade in the ESL office for ease of review.
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.
Each spring, we administer the NYSESLAT to all ELLs, based on the RLER report. The speaking sub test is given in April on an individual basis. An ENL licenced teacher, other than the student's teacher, administers it and simultaneously scores the speaking subtest. In early May the written tests, which contain Listening, Reading, and Writing components are administered in three sessions. They are administered in small groups.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
We send continued entitlement letters to parents of students who continue to be entitled to ENL services (based on the NYSESLAT). Letters are sent to parents no later than September 15 of the school year in which the student continues to be entitled. Letters are sent in the preferred language of the parent.
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 overwhelming trend is for a freestanding ENL Program. The results of the 2015 Parent Orientation Meeting yielded: two requests for TBE program, and seven requests for Dual Language Program. Therefore, our current free standing ENL program model is directly aligned with parents' requests.

Trends in Parental Selections

In reviewing the completed Parent Survey and Program Selection Forms, the trend for the past few years in program choice by parents has been almost exclusively the English as New Language Program.

Aligning Programs with Parental Choices

In keeping with Department of Education's policy of involving parents in the decision making process, P.S. 69Q assists any parent who chooses a bilingual program to find an appropriate classroom setting for their child within the district. Due to the small numbers in any one language group and the lack of interest or requests by parents, we do not have a bilingual program. In order to provide a program with continuity and in the best interest of our ELLs, English as New Language with native language support is the program we offer at our school.

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.69Q has a variety of organizational models to deliver ENL instruction. We offer self-contained model where ELLs are grouped together for the entire school year for all content instruction; the push-in model where certified ENL teachers work with a group of ELLs in collaboration with regular classroom teachers to provide language acquisition and vocabulary support in the content area and pull-out model where fully certified ESL teachers pull out individual students to accommodate their special needs.
ELLs who scored at ENTERING or EMERGING levels are placed in self-contained classes for the entire school year and for all content instruction. ELLs who achieved TRANSITIONING or EXPANDING levels are placed in monolingual classes and are serviced by a fully certified ENL push-in teacher for the entire school year. COMMANDING ELLs with less than two years of exiting of the program also receive 90 minutes a week of integrated ENL instruction.

Delivery of instruction

Our school employs an English as New Language with Native Language Support Program. All ELL students, some former ELL students (those needing additional support), and alternate placement and Special Education students, are for the most part, either in a self-contained ENL class or are serviced by a push-in/pull-out ENL teacher. Nine teachers are certified English as a Second Language teachers. In Kindergarten through third grade classes, ELLs are generally placed in self-contained ENL classes. In grades 4 and 5, students are placed in monolingual classes and a push-in teacher delivers ENL instruction/services to the students.

b. TBE program. *If applicable.*

Not Applicable

c. DL program. *If applicable.*

Not Applicable

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

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

a. Students in our freestanding ENL programs receive all instruction in English with native language support. The number of ENL instructional units that a student receives is regulated by New York State CR Part 154 regulations and determined by student's English-proficiency level (as determined by the NYSITELL or NYSESLAT scores). The push-in/pull-out certified ENL teachers provide the mandated numbers of instructional minutes. All ENTERING/EMERGING students receive 360 minutes of ESL instruction per week, and TRANSITIONING/EXPANDING students receive 180 minutes of ESL instruction per week. Former ELLs (COMMANDING) receive 90 minutes of integrated ENL instruction.

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.

In order to meet the demands of the Common Core Learning Standards, various scaffolds are used to deliver content area instruction. Our teachers scaffold and differentiate instruction in order to meet the needs of the students. Instructional techniques such as modeling, demonstration, guided practice, word walls, hands-on activities, small group instruction, regular feedback on students' work, visuals and realia for new vocabulary, think alouds, and activating prior knowledge, are regularly used to address the student's language needs.

- Modeling- includes teacher/students doing a required task together first, or providing students with an exemplar piece from another student.
- Bridging- connects new concepts and language with previous knowledge, a necessary component of all learning. Bridging occurs when students are asked to activate their prior knowledge in anticipation of learning new information and when personal links are made between the new subject matter and students' knowledge and experience.
- Contextualization of new concepts and language—often decontextualized in textbooks by embedding the new language in sensory experiences using realia, manipulatives, graphic representation, and verbal analogies familiar to students—help make language clear.
- Schema building- develops understanding by helping students weave new information into pre-existing structures of meaning, a necessary component in organizing knowledge and understanding. Schema building can include previewing a text with students and using an advance organizer in preparation for a reading assignment or brief lecture.
- Text Re-presentation- is the recreation of concepts and language from one genre into another. In representing information from an article in a poster or play, students can access content presented in a more difficult genre as they transform it into an easier genre to produce. Examples of text representation include asking students to transform scientific content into a friendly letter to a peer or family member, or changing a poem into a narrative, or a narrative into a play.
- Metacognition- involves the learner stepping beyond the experience to reflect on the processes involved. It includes consciously applying strategies while engaging in an activity; knowledge and awareness of strategic options and the ability to choose an effective option; and, monitoring and adjusting during performance and planning for a future performance based on prior performance of an activity. Examples of strategies used include: think aloud, KWL, thinking maps, and various graphic organizers.
- Embedding academic language by using pictures, manipulatives, images, and authentic objects (realia) in order to ensure that academic language is optimized through sensory learning.

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

Newly admitted ELLs whose native language is Spanish are given the Spanish Lab upon their arrival.

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

ELLs' reading levels are assessed periodically using TCRWP. Writing tasks are given before each unit for the teachers to gather data in order to drive instruction. In addition, all ELLs have access to the online reading diagnostic and instructional program iReady, which is aligned with Common Core Learning Standards. Students get explicit online instruction that fits their

needs. Students are also informally assessed on a regular basis through conferencing with the teacher as well as teacher-made tests.

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

a. When SIFE students are identified, our instructional plan is to differentiate instruction within ELL subgroups. Differentiated instruction, scaffolding and explicit teaching of academic language are effective strategies used with them. There is ongoing assessment to address their needs. There is also ongoing communication between the Parent Coordinator and the parents of these children. NCLB requires ELA testing for ELLs after one year. A Title III program is offered and includes a component focusing on literacy and test prep skills for state tests.

b. ELL students in U.S. schools for less than three years (newcomers) are usually placed in self-contained ENL classes, receive small group instruction, and are invited to attend the Title III after school program. Our self-contained classes make use of glossaries and dictionaries in a student's native language. The buddy system is also implemented if speakers of the same language are available.

c. ELL students in a US school who are receiving services for 4-6 years are placed in a monolingual class or self-contained ENL class depending on their ENL proficiency. If they are in a monolingual class, they are serviced by a push-in ENL teacher and receive the required minutes of ENL instruction per week. In addition, students who exhibit inadequate growth in reading assessments receive 45 minutes per day in literacy instruction, using reading intervention to help the student(s) achieve grade level proficiency in reading, and including test taking strategies, from our Title I Reading teacher.

d. Long term ELLs are identified from CR Part 154 (A-11) roster. These students are given formal assessments such as State ELA Test, State Math Test, Science and NYSESLAT. They are also informally assessed with teacher made assessments, observations, reading and writing assessments. Teachers use the data from these assessments to determine progress, to guide their instruction, group students, and plan individualized instruction to address the needs of the student. ELLs are also taught using ESL methodologies in content areas in order to build academic language. Our self-contained classes use glossaries and dictionaries in their native language. We also pair students with a buddy of the same native language when possible.

e. Our plan for former ELLs includes giving them a mandated 90 minutes per week of integrated ENL instruction in ELA, Math, Science, or Social Studies. They receive testing modifications in the form of extra time on state exams. NCLB requires ELA testing for ELL students after one year. Our Title III program supplements our students' needs in test taking skills, language and vocabulary development.

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.

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(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, she must consult with the superintendent or his designee. Final decision notification must be in writing to the parent/ guardian in the parent's preferred language within 10 school 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?

The instructional strategies used to provide access to academic content areas and accelerate the English language development of ELL-SWDs are:

- Using nonverbal cues such as gestures, facial expressions and body language to convey information.
- Using graphic organizers, pictures, images on an ipad, drawings, or bringing to classroom real objects (realia).
- Modeling and demonstrating procedures more than once.
- Use of wait time to allow students to process information.

- Scaffolding of complex sentences by breaking them down.
- Using technology such as audio or videos.

Presenting essential information to address all learning styles: visual, auditory, kinesthetic, tactual.

- Use of charts to organize reading strategies such as Main Idea, Character Traits, Story Maps, Semantic Webs, Compare/Contrast.

These strategies are utilized by ENL and Special Education teachers for instruction in all content areas, using the appropriate grade level materials in our curriculum: TCRWP, ReadyGen, GoMath, Skills Building Instruction, Social Studies, and Science.

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?

Our school uses curricular, instructional and scheduling flexibility to enable our diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment by:

- Flexibly pairing and grouping students.
- Grouping students based on NYSESLAT data/levels.
- Modifying or adjusting the curriculum to accommodate individual needs.
- Connecting skills and concepts in all content areas.
- Customizing instruction based on individual IEPs and knowledge of students.
- Differentiating instruction to accommodate students' needs.
- Conducting activities on IWB - Promethean boards.
- Introducing vocabulary to make text accessible.
- Scaffolding and repetition of information using less complex sentences.
- Use of multimedia presentations to teach the curriculum.
- Modeling and demonstration to differentiate instruction.
- Testing Modifications during all tests.

Flexible programming is used to maximize time spent with non-disabled peers. SWD are also mainstreamed when appropriate and Integrated Co-Teaching (ICT) classes are also formed. Through this model, students with disabilities and non-disabled students are taught together by two teachers: a general education teacher, and a special education teacher. The teachers work together and collaborate throughout the day to adapt and modify instruction for the students, ensuring that all students have access to the general education curriculum.

Chart

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

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

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

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



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

Chart

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

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

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

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

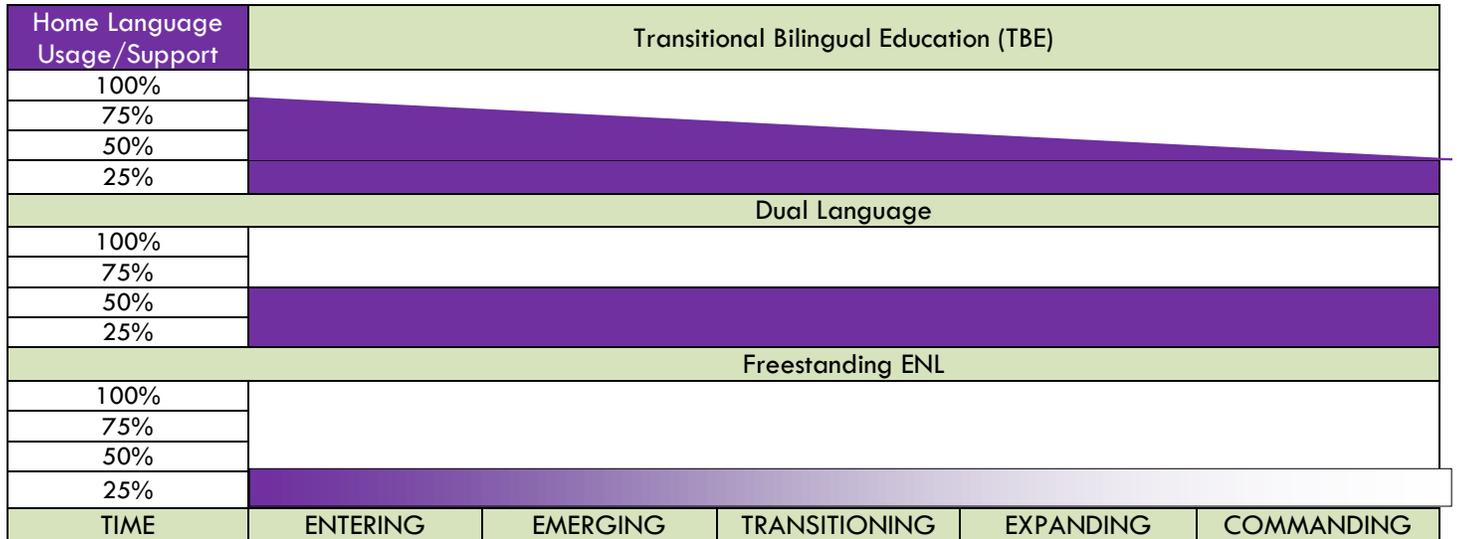


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- We have intervention services for ELLs in the different content areas. Our Push-in ESL teachers provide services in literacy, math, as well as in the content areas for all ENL students. These services are provided to ELLs of all proficiency levels, as well as Special Ed ELLs. The ESL teacher may push-in during content areas such as math, science, social studies, and ELA to provide support for students in small groups. Wilson Foundations and iReady are used for ELA targeted intervention for ELL students. In addition, Title I Reading Specialist teacher push-in to service ELL/FELL students in small group. Title III after school programs addresses ELA and Math and it is offered to all levels of ELL students. Summer enrichment program is also offered through Title III. Based on the classroom teacher's recommendations, a student's progress is reviewed by the IEP teacher, grade supervisor, intervention teacher, and recommendations for additional interventions are made including one to one instruction to address the needs of the student.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- State ELA and Math results are used to determine the level of academic support needed by our ELL students. In our school we have grade level expectations for all the ELLs in the area of speaking, listening, reading and writing. Teachers focus on academic content language and English language development in everyday teaching. Our reading curriculum is a blend of TCRWP and Ready Gen and our math curriculum is Go Math. They include ELL components to support ELL students. Teachers have clear content and language objectives to promote students' language development through all four areas: reading, writing, speaking and listening. ELLs are offered equal access to all academic programs throughout the school year. All the ESL self-contained classes follow the same standards and same curricula as the monolingual classes. ELLs in monolingual classes are serviced by certified ESL teachers as required by CR-Part 154, and provide ENL instruction primarily through the reading and math curriculum. Reading levels are also assessed three times a year, at a minimum, using the TCRWP assessments in order to continually assess growth and reading skills. Given the many languages spoken in our school (over 25 languages) all teachers are experienced in the language needs and cultural differences of our students. ELLs are encouraged to use glossaries in the content areas. Translated written versions of state tests are available during testing time. Oral translators are hired for lower incidence languages to translate the state tests in content areas.
12. What new programs or improvements will be considered for the upcoming school year?
- As of this time, there are no new programs that will be implemented.
13. What programs/services for ELLs will be discontinued and why?
- As of this time no programs 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.
- ELLs are afforded equal access to all school programs. All the ELL students in our school participate in strong, coherent programs that are uniformly delivered throughout the city. All the ENL self-contained classes follow the same standards and same curricula as the regular classes. ELLs in regular classes are serviced by certified ESL teachers as required by CR-Part 154. Supplemental ENL instruction is offered through our after school Title III program. All programs and activities are available to all students including ELLs. For example, we have had a CASA program which offers arts opportunities through theater productions and our ELL students participate equally. Our ELL students participate in our enrichment cycles among monolingual students as well as any and all activities offered at our school. Translated written versions of state tests are available. Oral translators are hired for lower incidence languages to translate the state tests in content areas. Paraprofessionals who speak other languages are also utilized to assist in translations with students and their parents. In grade 2-5, ELLs are invited to an after-school program by teacher's recommendation. They are given the opportunity to learn in a small group setting focused on language skills.
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.
- The instructional materials that are used to support ELLs include a leveled library in each class, picture dictionaries, glossaries (available in English and their native language), and technology programs such as Razz-Kids, StarFall, Brain Pop and I-Ready. Smartboards and Promethean boards are also utilized for all ELLs. Additional materials used in the lower grades include the phonics program- Wilson's Foundations. The grammar series, Houghton Mifflin's English Workbook Plus, is also used in the upper grade classrooms. Educational board games, manipulatives and realia are often utilized.
- Content Area Instructional Materials are used in math and include but are not limited to manipulatives, math card games, and math in literacy books. In Social Studies and Science, glossaries, picture cards, maps and atlases are available to ELLs. Our literacy program is supplemented with ESL appropriate picture books and dictionaries, posters, poems and listening centers where students can follow along with their books. On-line reading /listening programs are also used, as appropriate for groups or individual students, such as Razz-Kids, Starfall, Brain Pop and Big Universe. Our students also have access to many of these programs from home.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Teachers who speak students' native language give support to newcomers in all content areas such as Math, Science, and Social Studies by translating and explaining orally. Bilingual dictionaries and glossaries are available to students to use in classrooms. Translated written versions of state tests are available. Oral translators are hired for lower incidence languages to translate the state tests in content areas. Paraprofessionals who speak other languages are also utilized to assist in translations with students and their parents.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Required services and resources support and correspond to ELLs' ages and grade levels. Services and supports correspond to the students ages and grade levels by appropriately placing students.
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).
Several orientation meetings are offered to incoming P.S 69 students, as well as their parents in order to be introduced to the school and the curriculum. A Kindergarten parent orientation meeting, as well as a meeting for parents of incoming 3rd grade students is offered in late spring. P.S. 69 is the School of Performing Arts and participates in residencies related to the arts, such as dance, art and music. We hold talent shows and holiday shows in which many cultures are represented. In the area of technology, all classrooms have computers connected to the internet, laptops, Smartboards, Promethean boards, or ipads. All ELLs have the opportunity to use online educational programs such as Starfall, Brain Pop, Razz Kids and I-Ready. From January to April, ELLs from grade 2 to grade 5 are offered the Title III after school program where they work on the test taking skills taught by certified ESL teachers.
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.)

All our ESL teachers are state certified and all have dual certifications in ESL and Common Branches. Those teachers are able to use ENL strategies as well as provide the core content that elementary students receive from self-contained common branches classroom teachers. All personnel who work with ELLs receive staff development on Chancellor's Days, and throughout the year during the Monday professional learning time. Teachers are trained in using scaffolding techniques, such as modeling, bridging, and contextualization. P.S. 69's PD for Title III teachers includes workshops on preparing ELLs for the NYSESLAT and strategies to improve comprehension. ESL Teacher Specialists also attend ESL liaison meetings as available from our BFSC in order to stay abreast of compliance and keep informed of policy.

PD Plan for all ELL personnel

Professional Development will include our ESL teaching staff as well as Common Branches teachers, Assistant Principals, paraprofessionals, service providers, and Special Education teachers, in the use of data to inform instruction, specifically, ATS Reports (RNMR and RLAT), NYC Performance Assessments, ReadyGen and GoMath units of study assessments, and item skills analysis of state exams.

Professional Development in-house for our ELL teaching staff as well as all other teachers and paraprofessionals will focus on differentiation and use of Multiple Entry Points to address the needs of all our learners. This year we will also focus on using formative assessments and rubrics to guide instruction and encourage independence in our students.
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?

Teachers of ELLs engage in Professional Development, in order to align the Common Core Standards to the curriculum. They also participate in Inquiry sessions, and OELL workshops.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Our Guidance Counselor is continuously learning about the cultures of our students in order to best support them and their families as they transition to middle school. ELLs in 5th grade who are transitioning to the 6th grade, participate in activities guided by our Guidance Counselor and aimed at developing and improving social skills and developing coping strategies to adapt to their new school environment. 5th grade students tour their new school and attend open houses with their parents in an effort to make the transition to middle school successful. In June, middle schools' principals are invited to our school to meet the graduating classes. Tours to middle schools are also scheduled. Our Guidance Counselor meets with 5th grade teachers to discuss students' middle school choices, and also assists with the application process in order to provide students a smooth transitioning to middle school.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Our school provides professional development to all teachers that specifically addresses the needs of ELLs. A minimum of 15% of the required professional development hours for all teachers prescribed by CR Part 80 must be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs. For all ENL teachers, a minimum of 50% of the required professional development hours must be dedicated to language acquisition with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs. Agendas and attendance records are kept by our Literacy Coach as well as by ESL Teacher Specialists in our records binder.

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?

This year, teachers of ELL students schedule individually meetings with the parents or guardians of ELLs during open school nights and Parent Engagement time on Tuesdays. Individual meetings are scheduled to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. Interpreter/translators are available for such meetings in the language or mode of communication the parent best understands.

Response to Q2 below: Records of the individual meetings with ENL parents are kept by the pedagogues concerned. A log is kept of the date, student and topic discussed by the pedagogues. A parent may be contacted either by phone or by a note sent home asking for a mutually agreeable time. At the time of the meeting, the goals of the program may be discussed as well as the child's language development needs in content areas that apply. Efforts are made to ensure that the meeting is conducted in a language or mode the parent best understands.

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.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Records of the individual meetings with ENL parents are kept by the pedagogues concerned. A log is kept of the date, student and topic discussed by the pedagogues. A parent may be contacted either by phone or by a note sent home asking for a mutually agreeable time. At the time of the meeting, the goals of the program may be discussed as well as the child's language development needs in content areas that apply. Efforts are made to ensure that the meeting is conducted in a language or mode the parent best understands. P.S. 69 has a strong Parent Association who is welcoming and composed of parent representatives of our school community. They organize fundraisers and have many activities throughout the year to strengthen various school programs. Parents are invited to participate in curriculum based celebrations, multicultural celebrations, culminating enrichment and residency activities, our Science Fair, etc. Parents also take part in decisions concerning the school through various committees such as the SLT and Title I Committee. Our Project Share counselor also works with our students and families on issues of grieving, abuse, etc.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our school partners with community based organizations such as: Western Queens Consultation Center, Queens Child Guidance, Elmhurst Hospital, Child and Adolescent Psychiatry Division, and the Child Center of NY. Our parent workshops are conducted during the day or after school. A Bengali speaking social worker conducts workshops in Bengali for our Bengali speaking parents. The parent coordinator runs curriculum workshops where she shares DOE information related to student expectations, curriculum news, NYC Schools Accounts, specialty programs such as G&T, vocabulary development and such. Our Parent Association consists of parents who speak various languages and assist with translations when necessary
5. How do you evaluate the needs of the parents? We evaluate the needs of the parents through the requests made to our parent coordinator. Parental involvement activities are based on needs and may include helping with forms, navigating the DoE, and conducting various workshops throughout the year. Our partnership with the Child Center of NY also makes suggestions on prevalent issues common to our Bengali speaking families.
6. How do your parental involvement activities address the needs of the parents? We get feedback for future workshops from our parents. Parents of incoming Pre-K and Kindergarten students are invited on school tours and open houses where they receive information and get a first hand look at the school. Our ESL licensed teachers conduct workshops for parents to inform them of the NYSESLAT. Parents are also invited to attend informational meetings about the State testing program.

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.

School Name: **The Jackson Heights School**

School DBN: **30Q069**

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)
Martha G. Vazquez	Principal		6/26/15
JoAnn Lyons, I.A.	Assistant Principal		6/26/15
Marina Mrazovic	Parent Coordinator		6/26/15
Helen Zias	ENL/Bilingual Teacher		6/26/15
Azmari Rahaman	Parent		6/26/15
D. Xu	Teacher/Subject Area		6/26/15
I. Vavro	Teacher/Subject Area		6/26/15
	Coach		
S. Valdivia	Coach		6/26/15
J. Ferrara	School Counselor		6/26/15
P. Composto	Superintendent		6/26/15
	Borough Field Support Center Staff Member _____		
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **30Q069** School Name: **P.S. 6**
Superintendent: **Dr. P. Composto**

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) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

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

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

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

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

P.S. 69 recognized the importance of communicating with parents. We have been providing written translation of memos for parents into the most commonly spoken languages. Administrators, ENL teachers, and Parent Coordinator work collaboratively to assess our schools written translation and oral interpretation needs by examining the RPOB report from ATS which is based on the Home Language Survey filled out by parents of our students. We also send out a parent survey requesting preferred language of communication.

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

The major languages spoken, other than English, are Spanish, Bengali, and Urdu. Chinese and Russian are requested on a limited level.

Part B: Creating a Communications Calendar

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

Parent letters such as a welcome letter outlining school procedures, entry and dismissal procedures, school uniform policy, Family Night, Internet Access, Picture releases, Guidance Newsletters, announcements, important dates, curriculum information such as the HIV/AIDS curriculum, are sent home translated to the major languages.

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.

Face to face meetings include parent and teacher conferences as needed which can occur during the Parent Engagement time set aside on Tuesday afternoons, or during the day considering teacher and parent availability. Meetings also occur during citywide Parent-Teacher Conference Afternoons and Evenings. Scheduled meetings between parents and counselor or IEP meetings also may require a translator to be present. Translation is also made available during orientations such as Kindergarten orientation meetings and open house.

Part C: Providing Language Assistance Services

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

Parent letters sent home in the beginning of the year have been translated by the Translation and Interpretation Unit as well as by in-house staff. Other documents such as resources from our Guidance Counselor are sent out for translation to the Translation and Interpretation Unit. Our school's website also has a link to make translation of posted information readily available in several languages.

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

Oral interpretation services are most often provided by in-house staff. We have staff who is able to translate in Spanish, Bengali, Urdu, Chinese, Korean, and other languages. Translators may be requested for such events as citywide Parent-Teacher Conferences depending on the availability of staff

for the event. Teachers/Staff also utilize the Over-the-phone translation services available through the DOE's Translation and Interpretation Unit.

Part D: Training Staff on Policies and Procedures

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

Staff is made aware of available resources in September through Faculty Notes. Weekly notes also remind teachers of these services 3-4 times during the school year as well as via a memo in preparation for schoolwide events such as Parent-Teacher Conferences. The "I Speak..." card is disseminated to all teachers via email and the phone number to the over-the-phone translation services is also posted in our main office for ready access.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

P.S. 69 will provide each parent who requires language assistance services with written notification of their rights regarding translation and interpretation services with instructions on how to obtain such services. A sign in each of the covered languages is posted in a conspicuous location near the entrance (lobby) to the school indicating the room where a copy of the written notification can be obtained. Our Parent Coordinator is informed of the resources available at the Translation and Interpretation Unit's intranet site and this information is also available to key staff, such as our ENL teachers.

Part F: Monitoring and Quality Control

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

Other than through daily oral contact, P.S. 69 will consider a parent survey to gather feedback on our ability to provide services that facilitate communication between parents and our school.